DOCUMENT RESUME

ED 267 662 HE 018 836

AUTHOR Altbach, Philip G.
TITLE Perspectives on Comparative Higher Education: A Survey of Research and Literature. ICED Occasional Paper Number 16.
INSTITUTION International Council for Educational Development, Princeton, NJ.
PUB DATE 85
NOTE 56p.; Reprint from "Higher Education in International Perspective," P. G. Altbach and D. H. Kelly, 1985.
AVAILABLE FROM International Council for Educational Development, 20 Nassau St., Room 511, Princeton, NJ 08540.
PUB TYPE Information Analyses (070) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Books; *Comparative Education; Cooperative Programs; *Educational Research; *Higher Education; Institutional Research; *International Educational Exchange; Periodicals; Postsecondary Education as a Field of Study; Research and Development Centers; *Research Projects; Scholarship; Trend Analysis

ABSTRACT

Literature and research on higher education are analyzed in an international and comparative context. After summarizing the development of higher education as a field of study, the following kinds of research arrangements in Europe are discussed: individual scholars, university research centers/departments, independent research centers, national associations, government agencies/ministries, institutional research, and regional and governmental and nongovernmental bodies. The existing research dissemination network, which includes journals, books, and other publications, is examined. Major trends in research on higher education are also reviewed, with an emphasis on English-language literature and themes that have been considered in various countries or in comparative studies. Research topics include: the emergence of the modern university, the ideology and nature of expansion, college planning, university reform, the professoriate, student activism, governance, university-society relations, and higher education in the Third World. Finally, implications for future research are addressed, along with possibilities for cooperation and international collaboration in research and dissemination. A bibliography with 82 references and lists of international and national journals by region are included. (SW)

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Perspectives on Comparative Higher Education: A Survey of Research and Literature

Philip G. Altbach

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HE 018 936

IC ED International Council for Educational Development

Occasional Paper Number 10

Reprinted from P. G. Altbach and D.H. Kelly, *Higher Education in International Perspective*, (London and New York: Mansell, 1985).

International Council for Educational Development
20 Nassau St., Rm. 511
Princeton, NJ 08540

Perspectives on comparative higher education: a survey of research and literature[1]

Philip G. Altbach

INTRODUCTION

This essay, and the bibliography that forms the second part of this book, have an imposing aim—to provide a guide to the literature on higher education and a useful analysis of this field of study in an international context. Because the field has grown so dramatically during the past twenty years, it is only possible to provide a brief overview of the development and current status of higher education and a highly selective bibliography. Yet, this is a good time to undertake such a survey, precisely because the field has, in a sense, 'come of age'. It has developed in many countries a community of scholars and researchers, a network of journals and organizations, and a clientele of policy-makers and administrators who find the research relevant for planning the development of post-secondary education. Further, higher education has become a major concern in many nations, as budgets have increased and a larger proportion of the age group is served by post-secondary education. In increasingly technology-dependent societies, the role of higher education has grown immensely. Despite current budgetary problems in many of the industrialized nations and enrollment stabilization in many nations, higher education remains a high priority for government, industry and the public. The problems, in some countries, have changed from those of expansion to difficulties related to the 'steady state'. But debates continue and concern remains active.

Generalizations concerning higher education are difficult to make, since national realities differ substantially. While enrollment increases have slowed in Western Europe and North America, expansion continues in much of the Third World. Student activism is not a key issue in most industrialized nations (although there have been student protests in France recently), but students have been politically involved in such countries as Thailand, South Korea, the Philippines and other Third World nations.

The United States, Canada, the Soviet Union and Japan enroll more than 30

per cent of the relevant age groups in post-secondary education (with the U.S. approaching 50 per cent), while much of Europe hovers below 20 per cent and most Third World nations significantly below that. The problems faced by nations such as China, which is seeking to expand its higher education system rapidly, on the one hand, the Federal Republic of Germany and Canada, with mature systems that require some alterations but which are not easily changed, are vastly different. Yet, it is possible to see some global trends and, as this essay will point out, there are some common themes discernible in the literature.

This essay, and the bibliography that follows, reflects international and comparative trends in higher education. We have organized the bibliography by topic rather than by country and or region. We have stressed international trends in the literature, and in the experiences of many nations. There are, in fact, discernible trends in higher education affecting many nations at around the same time. Yet, the basic literature on higher education is national: most studies deal with one country (or even a single institution). Most scholars who write about higher education do not consider the international ramifications of their work, and few consider data from other countries. Official reports, and even such massive undertakings as the Carnegie Commission's multi-volume studies of American higher education or the Robbins Committee's careful study of British higher education took only a glancing look at the experience of other countries.[2] Thus, most of the material cited in this essay, as well as in the bibliography, concerns one country. The juxtaposition of the citations, as well as the topics considered in this volume, focus on the comparative and international dimensions of higher education. There is a curious paradox here: governments and planners often look to foreign experiences to justify their own decisions or for guidance in a few instances, but specifically comparative and cross-national research and analysis is rare. There is a very tiny community of scholars with a specific interest in comparative higher education.

As higher education has increased in importance, research concerning all aspects of post-secondary education has kept pace. Higher education now constitutes an important sub-field of study. As this book, and the two volumes that serve as the intellectual predecessors of this study, indicate, the field has been growing for more than thirty years and now stands on fairly firm intellectual roots.[3] Few would claim that it has become a discipline but there is a community of interest in the problems of higher education from a variety of disciplinary and methodological perspectives. More important, there is a fairly large group of 'users' of research on higher education—policy-makers, administrators and government officials concerned with the increasingly complex problems facing higher education. There is an infrastructure of journals, publishers and organizations and, perhaps more important, researchers in many countries concerned with the study of higher education.

THE EMERGENCE OF A FIELD OF STUDY

This essay cannot provide a full-scale 'sociology of science' of the field of higher

education, although such an undertaking would be both instructive and very relevant at this stage of the development of higher education studies. But a brief discussion of the origins, development and current status of the field will help to provide a context to the bibliography that follows. As Wolfgang Nitsch and Walter Weller point out in their analytic essay on the social science research on higher education, the field has developed largely from the practical issues facing higher education, and is very much related to governmental bodies and to the administration of universities.[4] Purely scholarly concerns were a part of the development of the field, but did not play a major role in the growth of major research projects. It is also clear that the methodologies used to study higher education come from the social sciences and there is no established methodology developed solely for higher education studies. Burton Clark and his colleagues focus on the interplay between the established scholarly disciplines and the study of higher education.[5] There is still a good deal of confusion concerning appropriate methodologies and even about the proper scope of higher education studies. Inter-disciplinarity has been advocated by many experts as a major goal of university reform, and to some extent there is such a focus to higher education research, but many of the studies are concerned with the application of one scholarly field, such as economics or political science, on a problem of higher education and there is only limited cross-fertilization among the disciplines.

Research on higher education is widespread, diverse and reflects different orientations and interests:[6] several hundred institutions and centers in many nations are engaged in this. The focus of this research is on the industrialized nations of North America and Europe, but there is increasing interest in the Third World as well. The intent of much of the research has been to provide the necessary data, and often carefully researched recommendations, for policy decisions. Thus, the field has had a very practical orientation. While a significant portion of the literature on higher education has emerged as a result of governmental or institutional concerns, individual scholars have also been interested in problems of post-secondary education from a variety of disciplinary and intellectual perspectives for a long time. Indeed, the earliest research in the field was done by academics in the normal course of their research interests.

The historical origins of the field are difficult to discern, since the early research was largely done by individual scholars. However, some of the early work shows the policy and institutional concerns that have come to characterize the field in its modern form. For example, the classic works of Abraham Flexner were done under the sponsorship of philanthropic foundations and with a clear policy goal.[7] In the Third World context, reports done by the Phelps-Stokes Commission in Africa, as well as several governmental reports on higher education, had policy aims.[8] Wilhelm von Humboldt, the biologist who established the University of Berlin and thus profoundly influenced the development of modern higher education, wrote on the subject with an interest in policy and institutional development.[9]

A number of social scientists and philosophers wrote from a more purely 'academic' concern with the field. Max Weber had a longstanding concern with the development of higher education.[10] Philosophers such as Jose Ortega de Gasset[11]

in Spain and John Henry Newman[12] in England were very influential analysts of higher education. Their writings, indeed, helped to shape the foundations of the contemporary concepts of the university.

Governmental concern for higher education expressed itself historically in a number of reports concerning its direction. In Britain, Oxford University was subjected to careful examination on occasion.[13] The influential multi-volume report on the University of Calcutta, published in 1919, had widespread influence in India.[14] Other countries also sponsored reports which assisted in the planning and development of higher education.

A good deal of the early research on higher education related to the history of universities. Such classic volumes as Hastings Rashdall's study of the medieval universities is an example of this trend.[15] Recently, two journals focusing on the history of higher education have been established and these have increased the attention paid to its historical aspects.[16]

The field of higher education is inter-disciplinary or perhaps multi-disciplinary and the research reflects the many disciplines from which researchers have come. Much of the work in the field reflects the individual methodologies reflected in the social science disciplines. A much smaller proportion is inter-disciplinary in nature and uses perspectives from a number of social sciences simultaneously. Without question, the field also reflects the particular national orientations to research that are evident in many countries. For example, the American bias, especially during the 1960s, toward using statistical techniques to investigate many research questions is clear. Ideological issues enter the equation in other nations and research agendas often reflect particular ideological orientations. In France, social science research has its own orientation and methodological predilections. In other words, the field reflects, in part, national orientations toward particular academic disciplines and orientations.

It is important to note that there is no specific methodology for the study of higher education. This is both a strength and a weakness. It is an advantage because research projects are open to insights from a range of disciplines and approaches and are not limited to any methodological or ideological orthodoxy. But at the same time, it is often said that inter-disciplinary fields lack methodological or scientific rigor and that one cannot 'prove' the accuracy of generalizations.

The field has somewhat complex intellectual roots. Its basic organizational affiliation and many of its intellectual traditions come from educational studies—that broad and multi-disciplinary field encompassing the study of education and largely focusing on primary and secondary schooling, although having expanded to consider non-school educational questions in recent years. Educational studies itself has an uncertain position in the social sciences. In some countries, there is little acceptance of research on schooling as legitimate, and educational researchers are not found in universities. In others, the study of education has become a university subject and this has greatly benefited the field by permitting integral contact with the other social sciences. By now, many of the

scholars investigating higher education topics are from the social sciences, but the primary link of higher education studies with the field of education has influenced the progress and orientation of the field.

The placement of higher education studies in the broad field of educational sciences has some distinct advantages. The field has benefited from previous research in other fields of education. For example, many of the theoretical concepts concerning the administration of higher education have been developed in part from educational administration, itself a multi-disciplinary field which has a long tradition and which has focused on the administration and management of primary and secondary schools. Educational psychology has also contributed significantly to research on higher education, particularly in the area of student learning, development problems and related issues. Educational sciences is, in general, a 'practical' field in that its research is directed toward understanding the problems of schools and assisting in the improvement of educational practice. Many of the researchers on higher education have come from the broader field of educational research and reflect the orientation and concerns of this field.

A signficant exception to these generalizations is the field of psychology and educational psychology. In these disciplines, there has been a longstanding interest in questions related to post-secondary education, and a considerable body of literature relating to students in colleges and universities has been produced over the years—in part because such students were convenient research subjects rather than because of an intrinsic interest in university students *per se*. There is, nevertheless, a large literature dating back a half century concerning student attitudes, adjustment problems, student reaction to stress, and other topics. Because there are widely-accepted international canons of scholarship in the field of psychology, while much of the research is not comparative in the formal sense, there is nevertheless a considerable amount of comparability in research methodology in studies dealing with different countries. Psychology was one of the first social science disciplines to develop a specifically education-oriented component which in turn created its own infrastructures of journals, expert knowledge and the like; this permitted the emergence of an intellectually respectable and accepted discipline. Contemporary interest in such topics as student development, the processes of learning, the psychological and adjustment problems of students has benefited from this background in psychology. Thus, psychological interest in higher education combines a concern with practical and applied questions with a longstanding interest in the academic environment. This combination of concerns has proved effective in stimulating research and building up a tradition of interest among both scholars and those responsible for university administration.

There is a considerable linguistic and geographical imbalance in the literature on higher education: while there are no accurate statistics, it is likely that 60 per cent of the total amount is in English. Sources of Engish language materials not only include the major publishing and research sources of the United States and Britain, but also Canada, Australia, India, several African nations and even

several European nations such as the Netherlands and Sweden. The major international organisations, such as UNESCO and OECD, publish in English in addition to several other major languages. It is also likely that a third of the literature has been published in the United States. Many of the countries which are concerned with the international dissemination of research generally translate material into English for the international market. For example, the National Board of Universities and Colleges in Sweden has a regular series of publications in English and many Dutch studies appear in English.

English has a further, yet subtle, advantage in that the major bibliographic tools and data bases tend to be in English. The ERIC System in the United States, University Microfilms (through which many doctoral dissertations are catalogued and are available), and the major resource network of the U.S. Library of Congress are all in English and they tend to emphasize English language materials. As the knowledge base of higher education becomes larger and at the same time more centralized through these and other data bases, it is likely that English will continue its key role.

It would, nonetheless, be a mistake to overemphasize the role of English in the field of higher education research. Large numbers of publications appear in other languages, and this material is crucially important to understand higher education in a comparative and international perspective. Most major countries published a significant amount of literature in their national language. Several of the other recognized 'international' languages have a large literature on higher education. Russian, for example, serves as a research language for much of Eastern Europe as well as the Soviet Union;[17] several journals are published and a variety of books and reports are issued in this language.[18] While the focus of research is mostly directly concerned with the Soviet Union, some of the research on other socialist countries is reported in Russian. Unfortunately, this impressive research output does not reach a large international audience because of a lack of widespread knowledge of Russian, few translations, difficulty of access to relevant materials.[19].

Spanish is the other international language in which a large amount of higher education material has been published. Several journals devoted to post-secondary education are issued from Latin America and from Spain. Latin American university systems have expanded rapidly and have faced special problems of development, and thus the Spanish language materials are of special interest. Although there has been a significant amount of publication on the subject in France (and to a lesser extent other Francophone nations such as Belgium and Quebec), particularly related to the various crises of the French academic system, French seems to be less of a medium for higher education research and dissemination than the other international languages.

There are a number of reasons for the 'tilt' toward English as the major language of research and dissemination in higher education. English, at this time, is the major international medium of communications in the social sciences and a large proportion of the literature in most fields appears in it.[20] Two of the largest,

wealthiest and most active producers of research on higher education, the United States and Britain, are English-speaking, as are a number of other countries which have a considerable interest in higher education research such as Canada, Australia and India. Most of the major journals are published in one of the English-speaking nations. In particular, the immense size of the American academic system and the longstanding interest in higher education studies in the United States is a key element.[21] The United States has developed a professional field of higher education studies and more than forty universities offer academic programs leading to graduate degrees, usually the doctorate, in the field of higher education, mostly earned by individuals going into academic administration as a career. These academic departments and programs produce a large amount of research through the doctoral dissertations completed by students and through the writings of their faculty. Just as important, they create an audience for research and writing concerning higher education and a market for books and journals. The Association for the Study of Higher Education (ASHE), the professional organization of researchers and teachers in the field of higher education, has about 800 members. Similar organizations are emerging in other countries, such as the Society for Research into Higher Education in Britain.

Higher education as a field of study has without question established itself in the past two decades. Despite its dependence for funding on the 'practical' concerns of governments and academic administrators, the network of researchers and scholars had developed a literature that reflects both scientific and applied concerns. The development of networks of scholars and practitioners has been impressive. Governmental efforts such as the Ministers of Education Conference of the Socialist Countries, the OECD and others bring policy-makers and researchers together. Non-governmental agencies like the Organization of African Universities and the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE) are also active. The research community, while still divided by language, direct national concerns and shortages of funds, nonetheless has developed an impressive internationalism. Higher education is by now a legitimate sub-field in many countries; in others, it remains a scattered interest of groups of scholars and researchers in the social sciences.

THE RESEARCH SYSTEM

Research on higher education takes place in a variety of institutions and agencies. It is disseminated in many ways, from established journals in disciplinary fields and journals in the field of higher education to reports of specific agencies. The research system is by now complex and widespread,[22] and includes a number of regional and international agencies as well as individual universities and research centers in most countries.[23] Initiative from government ministries is often responsible for funding research. In some cases, private agencies stimulate research, and in still others, universities are responsible for initiating research

efforts. Further, the products of research vary considerably, from the simple collection of statistics to large-scale investigations of the economic returns to higher education in several countries.

The impetus for research on higher education has varied from country to country and among the various international agencies which become involved in it, but there a number of generalizations that can be made. Expansion, student political activism, demands for fiscal acccountability, and the need for rational academic planning as universities grew ever larger contributed to the perceived need for research. As ever-increasing amounts of money were devoted to higher education, almost exclusively from governmental sources, it was felt that the collection of statistics concerning post-secondary education and the development of research concerning the outcomes and operation of higher education were necessary. The centrally-planned economies were, not surprisingly, particularly concerned with an adequate base of information for planning.

In recent years, concern for developing an articulation between higher education and the labour market has stimulated research. University reform and efforts to modify the curriculum and other aspects of established institutions have called for research efforts. A concern for improved academic management and planning has also been a recent concern. While a variety of specific issues were responsible for the development of an interest in research on higher education, in most cases pracatical issues stimulated the research and dictated its direction.

Research on higher education takes place in many institutional settings. Based in part on the CEPES *Directory of Higher Education Research Institutions*, it is possible to indicate the kinds of research arrangements that exist in the European region. This analysis will begin with the smallest entity and proceed to discuss the various loci for research. Attention will then be turned to the dissemination apparatus for transmitting the results of research to national and international audiences.

(a) Individual scholars

Traditionally, most research on higher education was done by individuals who undertook the work as part of their academic interest, usually without external funding or support. Much of the early literature in the field was produced in this manner and in some instances it serves as a model of scholarly excellence. The scholars were almost entirely located in universities and generally in the social sciences, and their work is primarily on a small scale since it relies on the work of a single individual. In recent years, individual professors have occasionally been able to obtain external funding for their own work and this has permitted an expansion of the scale of some individual work. In addition to professorial research, doctoral dissertations concerning higher education are produced by individuals, often without any external funding. In nations where studies on higher education may be undertaken as part of a graduate program, such dissertations have added significantly to the literature. The largest source of dissertations on higher education is the United States, with its advanced

degree-level academic programs in the subject; however, a substantial number on higher education topics is produced in Britain, Canada, the Federal Republic of Germany and the Soviet Union, with smaller numbers in other European nations.

The contributions of individual scholars are difficult to quantify and impossible to predict. This research often appears in the standard scholarly journals or in book form. Many of the scholars work in specific social science disciplines and their work is often not aimed at expanding the literature on post-secondary education specifically but rather at making a contribution to their own discipline. Nevertheless, while individual scholarly initiative has declined as a proportion, it is nonetheless an important and often neglected aspect of the literature. In countries that have organizations focusing on higher education research, such as the Society for Research into Higher Education in Britain, it is possible for an individual scholar to easily find an 'invisible college' to share work and perspectives.[24]

In many countries, the study of higher education was initiated by individual scholars working without financial support and only later was funding provided which permitted a more elaborate research apparatus. Individual scholars seldom work directly for government authorities and their work, in a sense, is more independent and free of external constraints. The work of such scholars, even in periods when substantial funding is available, should bot be overlooked: it is of considerable sccope and contributes much to the literature on higher education. Such scholarship is most extensive where universities stress research and publication for professional advancement and where there are a substantial number of academics in the social sciences and in the field of education research. The work of individual scholars, particularly when their disciplinary background is in the social sciences rather than educational studies, is not adequately coordinated in most countries and often inadequately known by the higher education research community. It remains a challenge to tap this rich intellectual resource.

(b) University researcch centers and departments

A very significant number of individual academic institutions in many countries have established research centers or departments devoted to research on higher education. Some of these4 centers receive external funding and are, in a sense, not purely under the sponsorship of their host university. Many, however, are fully the responsibility of their sponsoring university. The former Institut für Hochschulbildung (Institute for Higher Education Research), a part of the Humboldt University in the German Democratic Republic, was in reality a national research center housed in a university.[25] The ERIC Clearinghouse for Higher Education, administered by the George Washington University in Washington, D.C., is a similar national institution housed in a university. Most such centers seem to be supported by their sponsoring university and obtain external funding mainly for specific research or other programs.

It is difficult to generalize about this type of research enterprise, since centers vary in size from a few academic staff to fairly substantial institutes. They are, in general, smaller than research centers which are not affiliated to universities. There are also a number of different kinds of university-based centers and departments. In the United States, there are approximately forty academic programs in the field of higher education which have as their major responsibility the training of administrators and researchers for post-secondary institutions.[26] Many of these programs are housed in academic departments and a few have research centers affiliated to them. A typical center is at the Pennsylvania State University, where an academic program at the graduate level co-exists with a research center which is funded by the University and has as its major function carrying out research projects for the State of Pennsylvania. Most academic departments in higher education have three to ten full-time faculty members or senior research staff. Research is done by these scholars in areas of their own interest, occasionally with funding from external agencies such as the state and federal government or private philanthropic foundations. These departments are, without question, the backbone of the higher education research community in the United States, and their graduates not only go into administrative posts but also obtain positions in the research community.

University-based research centers without a major teaching function are more common in Europe, although their number is relatively small. Typical of the European pattern is the Institute for Research and Development in Post-Compulsory Education at the University of Lancaster in England. This institute has a small academic staff funded by the University and provides some teaching and also does research of interest to the University, but mostly obtains external funding for larger research projects. The Institute also published a journal, the *Educational Policy Bulletin* (formerly *Higher Education Bulletin*). The recently established Center for Research on Higher Education and Work at the University of Kassel in the Federal Republic of Germany is another example of a European institute; it has a specific focus-research on the relationship between higher education and employment and it has engaged in internally and externally funded research work; it also issues its own publications. Another well-established German institute is the Interdisciplinary Center for Higher Education at the University of Hamburg which focuses largely on curricular issues and other questions related to teaching in higher education.

In France, the Institute for Research in the Economics of Education at the University of Dijon focuses on economic aspects of post-secondary education. Like its West German counterparts, this center issues its own publications and obtains most of its direct funding from its sponsoring University. Other European nations have similar university-based research centers, often focused on a particular aspect of the study of higher education, such as the Institute for Educational Technology at the University of Surrey in the United Kingdom. This center focuses almost exclusively on the application of technology to the curriculum and to teaching styles in higher education in Britain. In Austria, the

University of Klagenfurt has a strong and well-established research center on higher education.

In Japan, the Research Institute on Higher Education at Hiroshima University is attached to the University and its staff are university professors and employees, but it also serves as a national research enterprise. It publishes the key journal in higher education in Japan, *Daigaku Ronsho* (*University Studies*), and it issues publications. In recent years, it has sponsored research on the internationalization of higher education and several international conferences in Japan. A similar university-based research center functions as a national focus in Australia, at the University of Melbourne.

Almost all of the university-based institutes issue publications, but make only modest efforts to give these publications wide circulation either within their countries or overseas. Most have internal university funding and many also have financial support from other agencies, most typically government ministries. Virtually every country in Europe and North America has one or more institutes, with the United States claiming the largest number largely because of the existence of academic departments of higher education. Britain, the Federal Republic of Germany, Sweden and the Netherlands seem particularly active in this area.[27] Levels of financial support vary considerably from quite generous to very modest, and the trend is toward less fiscal support from individual universities as they experience budgetary problems.

University-based research centers constitute one of the most important segments of the research community in higher education. While the academic staff generally have teaching and other responsibilities and cannot devote themselves to research on a full-time basis, these centers have a relatively stable base of funding and are responsible for a significant proportion of the publications in the field of higher education. They have a considerable degree of stability as well as a permanent staff, particularly at the senior levels, that permits a continuity in research concerns and functions.

The centers tend to be somewhat parochial, after focusing on specific sub-sections of research on higher education, such as curriculum, teaching methods or economic issues. Their publications are frequently not included in standard bibliographical sources so that researchers elsewhere may obtain access to these materials. The limited size of these centers, a strength in some ways, limits their visibility and often their ability to function at an international level.

(c) Independent research centers

Some of the research on higher education is conducted by independent research centers—agencies which are not part of academic institutions nor branches of government ministries or official agencies. Institutes are generally funded by external agencies such as government ministries, state agencies or philanthropic foundations, but their formal independence permits them to choose research projects and to focus their work in specific directions. In the higher education field, most institutes are small, generally with less than ten senior staff members.

In some countries, they have developed through the initiative of individuals or groups of researchers who obtain support for their research work; in other instances, they are established by government agencies which require consulting services on higher education and which need data and analysis. The foci, organization and direction of independent research instituted differ substantially from country to country and even within countries. A few examples will give an indication of the kinds of models currently in operation.

In most countries, independent research establishments are generally closely tied to government agencies since the large bulk of research funding comes from government sources. In general, the institutes attempt to maintain a degree of autonomy despite their basic service role. In Sweden, the Research and Development Unit of the National Board of Universities and Colleges (UHA) falls between a fully-independent research institute and a government agency, since the UHA itself is quasi-independent. In Britain, the National Foundation for Educational Research, which does research and publishes its findings in a book and monograph series, deals with all levels of education, but has focused significantly on post-secondary education. It is unique in that it owns a publishing company which can disseminate its research findings; in addition, it publishes a journal, *Educational Research*. In the Netherlands, the Study Center for Higher Education has developed a research program seeking to stimulate cooperation among the universities and post-secondary institutions in the country. Other Western European nations also have establised independent or semi-independent research institutes in the field of higher education.

Without question, the socialist countries of Eastern Europe have made the widest use of the research institute as a mechanism for research on higher education. Virtually all of the Eastern European nations have an institute focusing on this research. In most cases, these agencies have close ties with academic institutions or have direct academic affiliations; it is common for senior staff members to hold academic rank in universities. Their research programs are directly related to the needs of government and the specific problems faced by the higher education system. The Institute on Problems of Higher Education in Moscow has affiliated research agencies in several of the other Soviet republics. Smaller research enterprises, organized on a similar model, exist in the other Eastern European states. In Bulgaria, the Institute for Higher Education has a staff of fifteen and publishes a journal (*Problemi na Visseto Obrazovinaie*) in Bulgarian focusing on higher education. In the German Democratic Republic, previously existing university research centers were in 1982 consolidated into one Zentralinstitut für Hochschulbildung in Berlin and is affiliated to the Ministry of Higher and Technical Education. In Poland, the Institute for Science Policy, Technological Progress and Higher Education in Warsaw is an independent agency with a relationship to the Ministry of Higher Education, Science and Technology. It publishes two periodicals, one (in Polish—*Zyie Szkoły Wyższej*) devoted to teaching and other aspects of higher education and the other (in Russian) focusing on higher education issues in socialist countries (*Contemporary*

Higher Education). The Institute also publishes books and monographs related to its research project. In all cases, these institutes are funded by the ministry and their research programs are dominated by the concerns of the national authorities.

While these institutes are basically concerned with national issues and with applied research and consultation, a number of them have some international involvements and consciousness. Examples from other countries are sometimes used—often to defend policies and practices—and external experts are consulted. Many of the staff members are involved in a regional or international network of scholars on higher education.

(d) National associations

In many countries there is a national association or organization concerned with post-secondary education, and in a few nations, specific national groups concerned with research on higher education. These groups are generally federations of other institutions, or individual scholars and reseachers of universities. In Britain, the very active Society for Research into Higher Education (SRHE) is a self-supporting organization of researchers which publishes reports, monographs and research summaries, and sponsors an annual meeting concerned with higher education research. Its specific function is to expand the scope of research on higher education and to make research knowledge available to as wide an audience as possible. The SRHE has grown into a substantial enterprise with a large list of publications and the ability to influence the direction of higher education research in Britain. In the United States, the Association for the Study of Higher Education (ASHE) performs many of the functions of the SRHE. It serves as a point of identification for the scholarly and research community in higher education. ASHE's annual meetings provide a focus for discussions of research on higher education. The ERIC Clearing House on Higher Education, also provide a national focus for research and dissemination. ERIC's Research Reports series, published ten times per year, provides monographs dealing with the research on particular topics of interest to the American higher education community. There are a number of other national associations in the United States that focus on higher education. The American Council on Education, the umbrella group of the major universities, publishes a journal, *Educational Record*, dealing with higher education and has a small publications program. The Association for Institutional Research publishes a journal, *Research on Higher Education*, and sponsors a small number of studies. The American academic system is so large and complex that it is bifurcated into many special interests, some of which are concerned with research in areas related to their function.

In Canada, the Canadian Society for the Study of Higher Education publishes a journal, the *Canadian Journal of Higher Education* (which includes an excellent bibliography service), and holds an annual meeting. In the Netherlands, the

Association for Research and Development in Higher Education attempts to maintain an active presence and serve as a focus for discussion. The Federal Republic of Germany has a professional association of higher education researchers, as does Australia. Japanese scholars meet regularly to discuss issues of higher education under the leadership of the Research Institute for Higher Education at Hiroshima University. The European Association for Research and Development in Higher Education (EARDHE) serves as a coordinating forum for Western European groups and has published several studies and reports.

(e) Government agencies and ministries

Without any question, a very large bulk of research and analysis, and especially the collection of statistical data, is undertaken directly by government agencies. Government is even more directly responsible for research on higher education through grants, direct and indirect, to universities and other research agencies and to individual researchers. Most countries have a central government agency responsible for higher education, and this body often has its own research office. Much of the research generated by such bureaus is not publicly avaiilable, which is detrimental to the growth of the research base in higher education, but governments do publish a wealth of material. In the centralized academic systems, there is usually a ministry responsible for academic affairs, planning and the relationships between government and post-secondary education. In a few countries, such as Britain and Sweden, intermediary agencies like the University Grants Committee and the National Board of Universities and Colleges, are intended to provide a buffer between government authorities and the academic institutions. And in federal systems, such as the United States and the Federal Republic of Germany, most governmental responsibility for higher education is in the hands of the states. Even in federal systems, however, government or semi-governmental agencies often exist to provide statistical information. In the Federal Republic of Germany, the Science Council (Wissenschaftsrat) serves this function; in the United States, the National Center for Educational Statistics has a key role. State governments sometimes have substantial research and statistical agencies, such as in Bavaria in the Federal Republic of Germany, in such states as New York and California in the United States, and in the province of Ontario in Canada.

In the United States, several government agencies deal with educational research. The National Institute of Education, which has responsibility for research in all levels of education, has sponsored some research on post-secondary education, as has the Fund for the Improvement of Post-Secondary Education, a federal government agency responsible for the practical improvement of higher education. State agencies do some research as well. Other semi-independent government agencies, such as the National Center for Educational Statistics, also adds to the research data base. In France, the Ministry of Education, which has considerable authority in a centralized

educational system, sponsors some research.[28] In most of the socialist countries, considerable research responsibility is in the hands of the government ministries.

While government ministries are responsible for funding a large proportion of the research on higher education in most countries—and virtually all of it in the centrally planned economies and in some Western European countries—their role in research is often overlooked. It is certainly not sufficiently catalogued and used by the research community.

(f) Institutional research

In a sense, institutional research is at the opposite end of the spectrum from government and policy research. Institutional research is that done by individual academic institutions in order to collect data and sometimes analysis concerning their own operation and programs. As colleges and universities have grown larger, the need to have adequate data for academic planning, coordination of programs, analysis of student progress and similar purposes has become great. Academic budgeting has become a complex undertaking by itself, and institutional research permits a more rational allocation of resources. And as demands for accountability—for providing analysis of academic programs and expenditures to government and other funding agencies—have grown, institutional research has become quite important. While universities traditionally had little need for sophisticated data on their own operations—and seldom collected any—the need in recent years has become substantial. Virtually all universities now collect a significant amount of data.

Institutional research developed first in the United States, where many academic institutions grew to 30,000 or more students and a wide variety of academic services developed to serve these students. Some larger universities established full-time offices for institutional research that had responsibility for collecting data concerning the insitution itself and increasingly the analysis of this data and the relationship between the university and other academic institutions. Inter-institutional research developed as a means of relating the data and analysis of single institutions to other colleges and universities for purposes of academic planning and development. The amount of data collected in the United States by individual academic institutions is very large, and with few exceptions has not been used for broader purposes. A national organization, the Association for Institutional Research, has sought to coordinate the direction of institutional research and make it more widely available to the scholarly community.[29]

While institutional research has developed into a specific field of higher education research in North America in the past twenty years, this kind of research has grown increasingly prominent in Europe as well. British universities have for some time collected data on their own operation, and the larger institutions in the Federal Republic of Germany, France, the Netherlands and in Eastern Europe also collect data on student enrollments, institutional profiles, fiscal data and related matters.[30] There is increasing interest in coordinating institutional research in Europe. A few non-Western nations also collect

significant amounts of institutional data: Japan is far advanced in this respect, and several Southeast Asian nations, with the help of the RIHED, has begun efforts at institutional research.

In almost every country, the potential value of the data collected and the research done on higher education by individual academic institutions has not been sufficiently recognized. There is little coordination and it is often impossible to compare data across national boundaries because of differing definitions and varying organization of data.[31] There is little coordination, few comprehensive data bases and virtually no national direction of institutional data collection.

There is, without question, a direct relationship between institutional research in the narrow sense of the term and broader research priorities and concerns in higher education. Institutional research can provide a key data base for broader research efforts. And the issues which institutional researchers are often interested in are also important for a more general understanding of higher education. This relationship has often been neglected, and both the data base and the substantive concerns of the institutional research community should be better integrated into the broader research enterprise in higher education.

(g) Regional governmental and non-governmental organizations and bodies

Among the most active, and valuable, agencies that have stimulated research on higher education have been a number of regional groups to various aspects of post-secondary education. A few of these are multi-purpose governmental agencies which have stimulated research on a range of topics and issues; others are confederations of research or other agencies.

One of the most active of the regional groups is the Regional Institute for Higher Education and Development (RIHED), located in Singapore and focused on higher education issues in Southeast Asia. It publishes a newsletter and has an extensive publication program and has sponsored conferences on many topics and has brought together managers, scholars and others on relevant topics; it has been especially active in disseminating knowledge about higher education in its region.

Regional groupings of universities form an important part of the network of higher education related agencies. The most active and important of these groups is the Standing Conference of Rectors, Presidents and Vice Chancellors of the European Universities (CRE) and serves as a forum for senior university leaders. It publishes its own journal, *CRE-Information*, and has sponsored a number of conferences, publications and, currently, a large research project on the history of European higher education. Regional groupings also exist for Africa, Latin America and the Arab nations; these are not as well organized as CRE and have no research programs but, nevertheless, provide an important forum for discussions.

The UNESCO European Centre for Higher Education (CEPES), located in Bucharest, has served as a link between the countries in UNESCO's European region (including Canada, Israel and the United States). The Centre has provided a forum where scholars and others from Eastern and Western Europe can meet

and discuss questions of mutual interest. It is one of the few regular points of contact between higher education leaders from the centrally-planned economies and the market economies. CEPES publishes a journal, *Higher Education in Europe*, has issued a substantial number of publications and is now engaged in publishing monographs concerning the higher education systems in each of its member states.

The European Institute of Education and Social Policy is financed by the European Cultural Foundation and other private groups and is, for this reason, somewhat unusual in Europe. It has focused its attention on a number of important policy issues facing Western European nations, such as student flows, problems of the relationship of higher education and the labor market, regional development in Europe, the problems of foreign students and related issues. It has a substantial publications program, mostly related to research done by the Institute, and it sponsors a key journal, the *European Journal of Education*.

The importance of these regional organizations cannot be overestimated. They include some of the most active publishers of data analysis in the field of higher education. Perhaps most important, they are centers for both research and a general consciousness of an international perspective on higher education. With a few exceptions, such as RIHED, the regional organizations do not sponsor a large amount of research. Nonetheless, they are important as points of dissemination and communications.

(h) International governmental and non-governmental organizations

International organizations play an important role in increasing and maintaining an environment for higher education research and, perhaps especially, in providing a network for dissemination and communication. It is useful to distinguish between governmental and non-governmental international organizations.

Governmental organizations loom large as sources of research, funding and programs in higher education. They tend to be large in terms of staff and budgets, but because they have quite complex and often cumbersome decision-making mechanisms, their programs reflect a consensus of views of their various member states. Most of the governmental organizations do not have their own major research programs, but rather function as coordinating bodies as well as funding agencies, in some cases for research. Their prestige permits them to have a fairly widespread influence. In addition, the international governmental organizations are able to represent the higher education community and they permit national leaders to speak with increased authority because of this international backing.

UNESCO's involvement in international higher education affairs is both substantial and complex. The Division of Higher Education, located at UNESCO's Paris headquarters, functions mainly as a coordinating agency for UNESCO's various programs. It has stimulated some work on regional cooperation in higher education and related issues. In addition, UNESCO has pioneered efforts to obtain mutual recognition of diplomas and degrees and it has

brought ministers of education and other high officials together to discuss higher education-related topics on many occasions. UNESCO, along with OECD, is probably the most important agency collecting statistics on higher education—this is a service of crucial importance in a situation where comparable statistical information is very difficult to obtain. A number of UNESCO-related agencies are less directly involved in higher education. Several of its publications—*Prospects* and the *International Review of Education*—publish research on higher education. The International Bureau of Education assists with some bibliographical work. The International Institute for Educational Planning (IIEP), which focuses its work mainly on the Third World, has published a number of studies, including a series of books concerning the relationship of higher education to the labor market, related to post-secondary education.[32] UNESCO has set up several regional higher education centers, including C.E.P.E.S and the Centro Regional Para La Educacion Superior (CRESALC) in Venezuela to help stimulate research and dissemination.

A large and important organization in the field of higher education is the OECD whose membership includes the major market economy industrialized nations. OECD, in part through its Center for Educational Research and Innovation and also through its general education programs, has sponsored a considerable amount of research on higher education, and has disseminated this research. It has issued several reports, and its country-based evaluations of educational systems are particularly important. These evaluations, which are conducted by external evaluators, include a section on post-secondary education. These are among the most thorough analyses of educational systems that now exist.[33] OECD's journal, the *International Journal of Institutional Management in Higher Education*, has stressed for a mainly European audience the problems of academic management in expanding institutions. Its stress on such innovative ideas as short-cycle higher education,[34] new styles of management and other concepts have focused attention on these topics and stimulated reform and innovation. It is likely that OECD has published the largest number of research-based studies, mostly in English, among the various international organizations concerned with higher education.

The International Bank for Reconstruction and Development (World Bank), in a sense, is a governmental international organization in that its directors are representatives of its member states. However, it functions with considerable autonomy. The Bank has been in part concerned with higher education issues although most of its lending in the field of education has been in primary, secondary and non-formal sectors. It has published some higher education-related studies as part of the publications program of the Bank's Education Department.

In addition to these international organizations whose basic constituencies are governments, there are a number of international groups which have a non-governmental base. The International Association of Universities (IAU), with headquarters in Paris, publishes a quarterly *Bulletin* and issues publications

(generally informative seminar reports) as well as sponsoring seminars and conferences. The Association of Commonwealth Universities, based in London, has a *Bulletin* that features news of its member institutions as well as bibliographic information. The Association des Universités entièrement ou partiellement de langue française (AUPELF) represents francophone universities throughout the world; it publishes a regular journal, *Universités*.

The nexus of regional and international organizations involved with higher education is substantial and these groups contribute significantly to both research and dissemination in the field. Their contributions are, however, mainly in keeping a network of communications available for scholars, policy-makers and others.

THE DISSEMINATION INFRASTRUCTURE*

The problems of dissemination of research on higher education are substantial. In part because it is a new field of study and in part because of its inter-disciplinary nature, there are no standard journals or reference sources.[35] While English is the dominant language of international discourse in the field, much research is published in other languages and there are few efforts to ensure availability of research in the major languages. There are no standard bibliographical sources and no regional or international agency provides continuing bibliographical resources.[36]

In at least two countries, major efforts have been made to provide a dissemination system that has as a major aim to keep administrators and others informed of research currents and directions. In the United States, the ERIC Clearing House on Higher Education (and the ERIC Clearing House on Community Colleges) have been charged with the responsibility of providing the broader higher education community with information about current research.[37] These Clearing Houses (there are a dozen others in other areas of educational research) are funded by the federal government through the National Institute of Education. The higher education clearing house has a computer-based bibliography service which is available to researchers quickly through a national computer-assisted system and through a journal, *Resources in Education*, which provides basic access to data. ERIC's 'Research Reports' series provide a bibliographical survey of an area of concern to practitioners, such as trends in legal aspects of higher education or the financing of private higher education. Additional research-based publications are also issued. The ERIC system was designed specifically to keep both the academic community and practitioners abreast of current trends in research. In Britain, the Society for Research into Higher Education engages in a much more limited coverage of the relevant literature on higher education and publishes annual bibliographies and

* See Appendix A for a listing of the key internationally-circulated journals in the field of higher education.

summaries of research. No other countries have in this systematic way focused on bibliographic aspects of the research on higher education.

It seems clear that there are, in most countries, opportunies for publishing research on higher education even where the market for such material is quite limited. In some of the smaller European nations, research reports are published informally by agencies which sponsor research. In some of the larger countries, academic or commercial publishers publish material on higher education and in a number of countries research institutes publish their own series of publications. The former Institut für Hochschulbildung in the German Democratic Republic, for example, had a publications program that issued more than one hundred studies relating mainly to post-secondary education in the GDR but also with some comparative analysis as well. While there are some problems of providing opportunities for publication, the larger challenge is adequate distribution of material across international boundaries and the provision of bibliographical services to make the existing literature available to an audience of non-specialists without major difficulties. This section will consider the dissemination network that does exist and will point to gaps in the network.

(a) Journals

Journals are the most widely accessible form of knowledge distribution for a scholarly field like higher education. They are especially effective in communicating internationally. It is possible to publish journals in several languages and several of those in higher education are published in more than one language. Journals have been one of the first signs of the emergence of a scholarly field in the twentieth century, and higher education is no exception. The emergence of journals devoted directly to higher education, in the past decade particularly, has been impressive and they provide one of the key elements in the infrastructure of field.

The journals in higher education can be divided into two distinct types: the scholarly journals, that have as their main function to feature research and analysis, and the informational journals that deal largely with communicating current developments in higher education. Most journals in the field are sponsored by an organization or institution—only a few are privately published. In many instances, the sponsoring organizations permit the journal to have considerable independence, although a number reflect the orientations and policies of the sponsor. The circulation of most of the higher education journals is limited—but no more so than scholarly journals in most other academic fields. While the bulk of the circulation is centered in the country of publication, many have significant international readership. English is the dominant language of journal publication in higher education, with German running a distant second. French, a major international language in its own right, it less visible. There is one international journal in Russian and several national journals. Our discussion focuses on those which have specifically international foci, although several of the more prominent national journals are considered as well. Nationally-circulated

journals exist in many languages—such as Japanese, Bulgarian, Czech, Polish, Swedish and others. Because relatively few people outside the country of publication know these languages, the impact of these journals internationally is very limited.

There are several scholarly journals focusing on higher education and circulated widely internationally. The journal with the most explicitly international focus is *Higher Education*, published in the Netherlands in English and with a board of editors from Britain, France and the United States. Issued six times a year, *Higher Education* publishes the results of research on higher education in many countries as well as reports on developments in post-secondary education. *Minerva* is devoted to both higher education and to science policy: it prints key policy documents in higher education as well as reports on the academic situations in many countries. The *European Journal of Education* has been largely devoted to higher education in Europe, although its purview extends beyond post-secondary education. All of these are published in English and all see themselves as scholarly journals. *The International Journal of Institutional Management in Higher Education*, published by OECD, has a more narrowly focused interest, but features research-based articles on higher education. *Sovremennaya Vysshaya Shkola*, published in Russian, focuses mainly on information from the socialist countries.

There are a large number of 'national' journals devoted to higher education which occasionally feature articles of international interest. In the United States, there are dozens of journals focusing at least in part on higher education and a recent directory featured 269 such publications.[38] Many of these publications are not exclusively devoted to post-secondary education, but are directly relevant to the field. Of this large number, there are perhaps a dozen research-oriented journals of a reasonably good scholarly standard. Some provide general coverage of the field, while others are specialized in focus. *Research in Higher Education*, for example, features empirical studies of post-secondary education while *Improving College and University Teaching* is largely devoted to curricular and pedagogical concerns. *Liberal Education*, sponsored by the Association of American Colleges, focuses on undergraduate colleges. The *Journal of Higher Education*, probably the largest scholarly journal devoted to higher education in the United States, provides general coverage of the field. *Educational Record* publishes scholarly articles, but is also directed at practitioners, as is *Change*. *Planning for Higher Education* focuses on the planning process and the *Community and Junior College Journal* stresses two-year post-secondary education. This listing provides an indication of the scope of journals concerned with higher education in the United States.

In Britain, *Studies in Higher Education* and the *Higher Education Review* focus on British post-secondary education, as does the *Educational Policy Bulletin*, which was until recently published by the Institute for Research and Development in Post-Compulsory Education at the University of Lancaster. In Sweden, the *UHÄ Rapporteur*, published by the National Board of Universities and Colleges

in Swedish, concerns the research programs of the Board as well as other aspects of Swedish higher education; an English version of this publication is also issued regularly. In Poland, *Dydaktyka Szkoly Wyzszej* (*Didactics of Higher Education*) is published regularly in Polish (with English, French and Russian summaries) by the Institute for Science Policy, Technological Progress and Higher Education. In the Federal Republic of Germany, *Beitrage zur Hochschulforschung* (*Contributions to Higher Education Research*) and *Hocschuldidaktische Arbeitspapiere* (*Working Papers on R & D in Higher Education*) are regularly issued. In the German Democratic Republic, *Das Hochschulwesen* (*Higher Education*) is published at the Technical University in Dresden and *Beitrage zur Hochschulpädagogik* (*Contributions to Higher Education Pedagogics*) is issued at the Karl Marx University. The *Canadian Journal of Higher Education* features articles, reports and a regular bibliographical service relating to Canadian higher education. *University Affairs* also features reports and articles concerning Canada.

Virtually all of the Eastern European countries publish at least one specialized journal devoted to higher education. As noted, there are two such journals in the German Democratic Republic, along with one publication dealing with comparative education (*Vergleichende Pädagogik*). Poland has two higher education journals, as does Czechoslovakia; Romania, Bulgaria and Hungary have one each. The Soviet Union publishes several specialized journals. Curiously, there is no French-language journal specializing in higher education, nor is there one in Italian. There is no adequate bibliographical source for the national journals outside the country of origin even where the language of publication (English or German primarily) is an 'international' language.

The non-research-oriented journals are not exclusively devoted to scholarly matters and do regularly feature material of interest to researchers and even research-based articles. On a regional and international level, a number of publications are particularly useful to higher education researchers. *Higher Education in Europe*, the quarterly publication of CEPES, is published in English, French and Russian editions. The *Bulletin of the International Association of Universities* features reports, bibliographical information and occasional research-related documents, and is published in English and French. The *Bulletin of Current Documentation of the Association of Commonwealth Universities* focuses on Britain and the Commonwealth and is a useful source of news. *CRE-Information*, published in English and French by the European Rector's Conference, features a mix of scholarly and informational articles.

There are relatively few higher education journals emanating from the Third World. The *Journal of Higher Education*, published in English by the University Grants Commission of India, publishes research-based articles, mostly focusing on Indian higher education; *University Administration* is also published from India. *Daigaku Ronsho* is the key Japanese higher education journal. In Latin America, no journal has widespread acceptance in the field but several are published. *Universidades*, published from Mexico, also deals with higher education. Perhaps the most respected Latin-American education journal is the

Revista Latinoamericana de Educacion, also published from Mexico, which features higher education-related articles regularly. In Southeast Asia, the *RIHED Newsletter* prints a combination of reports on developments in higher education in the region and a few scholarly articles.

In addition to these regional and international publications, a very large number of national agencies and organizations publish journals, newsletters and other periodicals which feature information of relevance to research on post-secondary education. Indeed, the number of such publications is too large to consider here. The value of the non-scholarly periodicals should not be overlooked in assessing the dissemination network for research on higher education.

Much of the best research on higher education is published in journals not directly focused on higher education. Key journals in sociology, political science, economics, history and occasionally psychology print research-based articles on higher education. Important international journals such as the *International Social Science Journal*, *Economic Development and Cultural Change*, and the *European Journal of Sociology* are useful sources of analysis. Access to the relevant articles in these journals is often difficult because of a lack of bibliographical tools, but important research is nevertheless reported in them.

(b) Books

If anything, books on higher education are even more difficult to categorize than journals. They are published in many languages by many different publishers. This brief overview stresses the major sources of books on higher education in Europe and North America. It is by no means a complete discussion because a very large number of commercial publishers, university presses and other agencies publish books on higher education on an occasional basis. Again, the lack of a good bibliographical service makes the location of books on higher education difficult, especially on a cross-national basis. For most countries, standard bibliographical sources cover the national literature on a regular basis.

Among the major sources for books on higher education are the agencies, many of which have previously been discussed, that have sponsored research on the subject. At the regional and international level, organizations such as UNESCO, OECD, and the Council of Europe have all published a substantial number of books and monographs on higher education topics. Some of these agencies issue such publications in more than one language, thus making them more readily available to an international audience. In almost every instance, these publications are not adequately distributed. The agencies have not developed fully adequate relationships with the more commercial distributors, but it is generally possible for a scholar or planner to obtain the relevant publications.

A variety of national organizations are active in publishing books and monographs on higher education. These publications, with some exceptions, are even less readily available to scholars and librarians than are the works of the international groups. Yet, these national agencies are responsible for a significant

number of books. In each of the large nations, there are organizations actively involved in publishing and dissemination. In the United States, which has a more active group of commercial and university presses interested in higher education, there are relatively few non-profit agencies involved in publishing. The American Council on Education does a small amount of publishing, but their books are aimed mainly at administrators. In Britain, the National Foundation for Educational Research has a large publishing program, and seems to be the major non-profit publisher on higher education. In the German Democratic Republic, as noted earlier, the former Institut für Hochschulbildung in Berlin has an extensive publishing program, as does the Institute on Problems of Higher Education in the USSR.

Finally, a small group of private and academic publishers have been active in higher education areas. In the Federal Republic of Germany, Klett Publishers has a large list in higher education and G. K. Saur also does some publishing in this field. Jossey-Bass in the United States has been especially active in higher education publishing and McGraw-Hill has long taken an active interest in the field. Praeger Publishers has recently established a series in comparative education which has issued a number of titles in the higher education area. In Holland, Elsevier started a series of books on higher education, but seem to have abandoned it. Swets and Zeitlinger, also in Holland, has published books on higher education. In the United States, Canada and Britain, the university presses are active and have done a considerable amount of publishing on higher education, although no such press has specialized in the field. In Sweden, Almqvist and Wiksell publishes in the field of higher education.

(c) Other aspects

Books and journals are not the only elements of the dissemination network. There are a number of excellent newspapers which feature information concerning post-secondary education and which have relevance for the research community. The most comprehensive such publication is the *Times Higher Education Supplement*, published in England, which provides comprehensive coverage of British higher education and also features news of other countries. In the United States, the *Chronicle of Higher Eeucation* plays a similar role but on a sonewhat more limited scale. In the Federal Republic of Germany, *Hochschuldienst* provides current information; while in France, *Le Monde de l'Education*, although it does not specialize on higher education, provides a good deal of information. Additional publications on a smaller scale exist in some other countries, such as the *Hochschulzeitung* in Austria.

The 'invisible college' should not be neglected in discussing the dissemination network. The community of researchers in higher education is in communication through more informal means. Conferences such as the Lancaster higher education meetings, held once every three years, special meetings organized by such agencies as UNESCO, the Council of Europe, OECD and others bring scholars and researchers together for specific discussions. Regular CRE seminars

also provide a forum for specialists. There is a good deal of informal contact among researchers at the major centers in various countries. Within nations, the higher education research community is generally in close contact, and in some of the smaller countries this group is quite small.

There seems to be relatively little articulation in the dissemination network between the researchers and scholars on the one hand, and policy-makers and administrators on the other. A few agencies have attempted to provide such a linkage—for example, the ERIC Higher Education Center in the United States through its publications and the Center for Educational Research and Innovation of the OECD on the level of meetings and conferences. Yet, it seems that there is a substantial gap between these two very important groups.

Overall, the dissemination network is quite effective when it comes to putting materials into print with reasonable speed. The journals, particularly, are an effective means of communication. A problem seems to exist with regard to adequate access to the published material, especially on an international basis. Good bibliographical services are rare and problems of language, inadequate distribution mechanisms and other matters make access to information difficult.

RESEARCH TRENDS

While it is impossible to analyze all of the research on higher education in the past several decades, it is useful to discuss some of the major trends in order to discern the major concerns of researchers over a period of time. This analysis will also shed light on the major strengths and weaknesses of the available literature. Thus, this section will consider the major trends in the literature and will cite some of the key studies (mainly taken from the English-language literature). The focus here is on themes which have been considered in a number of countries or in comparative studies. Specific questions have, of course, been researched in individual nations but if the themes are not evident in more than one country, they are not considered here.

As has been discussed in this essay, research on higher education has largely responded to problems and crises in post-secondary education and has not, in general, developed as an independent scholarly field. Thus, the themes indicated here are very directly related to the major questions of concern to post-secondary education. The early work in the field stemmed more from general scholarly interests and from the fields of study which accepted research on higher education as a legitimate undertaking. Thus, history and the emerging social sciences such as sociology, economics and political science all took a modest interest in higher education research. Research was initiated by individual scholars and there was little if any outside funding available. Comparative research was difficult, although scholars from one nation occasionally looked at universities in other countries.

In recent years, funds have become available for higher education research and a variety of institutions have sponsored research. As noted, agencies have been concerned with specific policy-related questions, and researchers have, in general,

responded to the questions posed by funding sources and government agencies. Thus, the scope, sophistication and coverage of the research has increased dramatically. But the field is not much more oriented toward external agencies and questions of public policy than it once was.

(a) The emergence of the modern university

Among the first concerns of researchers on higher education was an effort to understand the nature of the contemporary academic system by investigating its historical origins and the relationships between universities in one country with academic traditions in other nations.[39] The modern university, while linked to medieval models, emerged relatively recently. The development of the German university in the late nineteenth century was followed by the emergence of the American 'land grant' university and by more modest reforms at Oxford and Cambridge in England.[40] These reforms transformed higher education in their countries and were highly influential in others. In these nations, and in much of Europe, the university became a much more central and important institution than it had been—in many ways the transformations of the late nineteenth century are comparable to the growth and reforms of the mid-twentieth century.

In the seminal West German and American reforms, major efforts were made to link higher education more closely to the society. Research was included as a key element of the academic role, and the focus of much of this research was on subjects deemed to be of importance to emerging technological nations. The prestige of higher education was increased, and the funds made available grew dramatically. In Germany, the concepts of *Lehrfreiheit* and *Lernfreiheit* were systematized and were transformed elsewhere into ideas of academic freedom which are now well established in many countries. Science and technology, for the first time, became quite important foci of university research and teaching. The professors left their ivory towers and contributed directly to scientific and technological development.

It is possible to summarize some of the key reforms of this period:

- ☐ The Departmental system in the United States was based on the German idea of the chair system and the division of the academic work of the university according to the discipline.
- ☐ Research was increasingly emphasized as an integral part of the university, and doctoral degrees were established as the pinnacle of academic training.
- ☐ The university and the state grew closer and government funding of research became widespread.
- ☐ The prestige of the professor grew, as did autonomy and access to research funds.

Without any question, the transformations of the late nineteenth and early twentieth centuries created the contemporary academic model and had wide influence throughout the world. Researchers naturally were interested in understanding how the model developed and then how it was transferred to other countries.

(b) The ideology and nature of expansion

There has been a great deal of interest in the causes, effects and implications of the expansion of higher education that has taken place since the 1950s, and particularly between about 1955 and 1975, in most countries of Europe and North America. Martin Trow postulated the concept of the movement in higher education from 'elite' to 'mass' and then to 'universal' access to higher education.[41] The Organization for Economic Cooperation and Development[42] has charted growth rates and recently Ladislav Cerych has discussed students and their implication for the expansion of universities.[43]

Higher education systems in almost every country grew dramatically during this period. Some doubled or tripled enrollments in a decade or so; others grew less quickly, but still added substantially to student numbers. Systems which provided post-secondary education to 3 per cent of the relevant age group in 1950 were offering it to 11 per cent twenty years later (Yugoslavia); Portugal went from 1 to 5 per cent. And the United States, which has the largest academic system, increased its proportion of the age cohort in higher education from 16.8 per cent in 1950 to 35 per cent in 1968 to close to 50 per cent by 1980. While growth rates as well as the rates of age-cohort participation have slowed or levelled off in most industrialized countries, growth has been the hallmark of the past thirty years. Further, in the Third World as well as parts of Eastern Europe, there is still considerable expansion.

(c) Planning in higher education

As higher education institutions have expanded and become more complex, and particularly since funding for post-secondary education has dramatically increased, the planning of higher education institutions, curricula and financing has come to be seen as important. Institutions and academic systems have been called on to rationally plan their future development. The size of institutions, the use of management techniques, and the increase in complexity in the function of universities have all contributed to the need to effectively coordinate diverse academic and research efforts. Traditionally, academic institutions more often evolved without conscious planning. Organizational stability, slow growth and a relatively static curriculum made organized planning unnecessary in most cases. Full-scale academic planning is most widespread in the centrally-planned economies of Eastern Europe, where all aspects of post-secondary education are carefully articulated with the economy. The success of these, as well as Western European planning efforts, has not always been complete, however. Virtually all nations engage in detailed higher education planning, both relating higher education to the society and the economy, and internal planning within specific institutions. A commitment to planning is no longer solely a hallmark of the centrally-planned economies, as Sweden has been actively engaged in detailed post-secondary education planning for more than a decade and articulates academic policy with the needs of the labor market.

Academic planning can be divided into two basic elements: the planning and

development of individual academic institutions, and system-wide planning which articulates educational decisions with the economic and political demands of the society.[44] The nature of what might be called micro and macro academic planning differs considerably although in most countries the two processes are related. Academic institutions and systems have considerable experience with the planning of institutions and programs, and while not all of the plans are successful, the literature provides considerable guidance and the international experience is instructive. Universities are highly complex institutions with many competing and uncoordinated interest groups: thus, planning is a complex process subject to checks and balances in the implementation stages.

The literature on both the planning of national higher education systems and on individual institutions is extensive. Plans vary widely and the national and institutional contexts from which these emerge also differ. Ideological, historical and other elements are part of the process. The literature from the socialist countries, for example, varies considerably from that of Western European nations.[45] Some academic plans have had considerable international impact as well. One of the first national academic planning efforts was the British Robbins Committee, which charted the course of expansion for British higher education. The Robbins reports, which were published in a multi-volume series, provide a model as they include not only recommendations but also a great deal of data which was used in developing the recommendations.[46] Other major planning efforts have been made in Sweden, which undertook perhaps the greatest alteration in any Western academic system.[47] The French 'Faure' reforms of 1968 were drafted during the student unrest of 1968.[48] In the United States, with its decentralized higher education system, there has been no basic planning document, although the reports of the Carnegie Commission on Higher Education have been influential in shaping the nature of change at the local and state levels.[49]

Without question, planning in higher education is now well established and an integral part of the operation of virtually all academic systems. Most advanced in the centrally-planned systems of Eastern Europe, formal planning mechanisms, both at individual institutions and system-wide, are key elements of even the most laissez-faire systems. The literature on planning indicates some of its possibilities as well as its problems. Technical expertise is, of course, necessary in any complicated process, but it is clear that planning for higher education demands more than such expertise—it requires a sensitivity to the complex nexus of relationships which define a university. Given the importance of the issue and the frequency of the planning process, the analytic literature on planning is surprisingly thin. Much of the case-study literature is unavailable because the specific plans and documents of institutions and systems have not been published. To obtain an overall perspective, it is necessary to go to the literature on educational administration, organizational behavior and related fields. It is hoped that the higher education research community will fill this rather important gap in the literature.

(d) University reform

Directly related to the question of planning, university reform has been one of the most hotly-debated issues in contemporary higher education. Change, sometimes of a radical nature, has been proposed and discussed in many countries and has been implemented in more than a few.[50] The literature on reform is extensive and is one of the most interesting and incisive in the entire field of higher education studies.

Reform is related to the process of planning, and some have defined it as 'planned change' in higher education. But reform generally involves substantial change in an aspect of an institution or in an entire academic system. The aim of the reform is usually clearly articulated and it is aimed at altering established policy or practice. In the aftermath of the expansion of enrollments of the 1950s and 1960s and of the student unrest of the late 1960s, there was great pressure in many nations to substantially reform higher education to make universities more relevant to modern societies, to streamline administrative and governance structures, to ensure accountability, to alter the curriculum, and to democratize higher education.[51] These reforms have met with varying degrees of success.

There are relatively few cross-cultural generalizations that are evident from the literature concerning university reform, but the following elements seem to be evident in a number of countries:

- ☐ Reforms usually have to be stimulated by major crises and be carried through by forces outside the normal academic decision-making systems. This concept has been called the 'big bang' theory of university reform by Kitamura and Cummings, who were writing specifically about Japan but whose idea seems to be applicable in other countries as well.[52]
- ☐ Students, despite their vocal activism on political matters and occasional general discontent with universities, are seldom key factors in the reform process. They may, by their activism, stimulate reform efforts but they seldom play a role in the process itself.
- ☐ Professors are in general opposed to reform efforts, particularly those that are perceived to weaken the prestige of the professoriate or adversely affect working conditions. Further, they are often able to sabotage reforms that are legislated by refusing to fully implement them.
- ☐ Many of the reforms of the past decade have been aimed at democratizing higher education by providing participation in governance to previously excluded groups such as junior staff and students. These efforts have met with only limited success. In general, however, reform measures have meant alteration in traditional governance patterns and have provided a measure of participation for various groups.
- ☐ Reforms have also attempted to increase access to the university to previously excluded groups. Expansion, special programs, preferential admissions policies and the like have been used to increase access. The end result has been mixed, with modest increases for working classes and minorities in many countries.[53]

☐ The traditional academic values of institutional autonomy, the authority of the senior academic staff, stress on high-level research and on graduate education, have all been under attack and have, in general, suffered to some extent where reforms have been instituted.

☐ Reforms have not been overwhelmingly successful in most countries. Implementation has been difficult and political reality often forced compromise or has limited their effectiveness.

☐ Reforms tend to be expensive, and their cost has on occasion prevented their implementation or circumscribed their scope.

☐ With some exceptions, such as Hungary and the German Democratic Republic, academic institutions in Eastern Europe have not been drastically reformed.

It is possible to generalize about some of the major thrusts of academic reform efforts in the European region. Clearly, not all of these efforts will have been attempted in every country, and some nations have been more thoroughgoing in their efforts than others, but this listing will provide an overview of the basic literature:

☐ *Comprehensive universities*. A number of European countries, most notably the German Federal Republic, have begun to restructure their post-secondary educational systems in order to give technological institutions, teacher-training colleges and other schools university status and to provide a range of different kinds of academic programs in university-level institutions.[54] Britain has also moved in this direction, not only by 'upgrading' technical institutes but by establishing the Council for National Academic Awards, which has the power to grant degrees.

☐ *Open Universities*. This innovation, discussed earlier, is indicative of trends in various countries to experiment with non-traditional forms of higher education. While the British Open University has been the most researched non-traditional effort, many experiments have been attempted throughout Europe, as well as in Iran, Thailand, Indonesia, Pakistan, Israel, Japan and most recently in China.

☐ *Inter-disciplinarity*. There has been considerable criticism of traditional academic disciplines as stumbling blocks to advancing knowledge in a period of rapid technological change. In an effort to force changes in the traditional disciplines and faculty organization, new inter-disciplinary structures have been created in West Germany, France, Holland and in several Scandinavian countries.

☐ *Accountability*. Under the broad heading of accountability, one can list a number of efforts to make education more related to public authorities in direct fiscal terms and in terms of coordinating the university with national education policy.[55] There is no question but that accountability is one of the most dramatic efforts of governments in the area of change in higher education. Accountability generally means more centralization of academic control, although this is not necessarily the case.

☐ *Administrative rationality*. Related to the issue of accountability has been an effort to streamline administrations to make them more 'efficient' and 'rational'. Modern management techniques have increasingly been incorporated into the universities to replace anarchic and often unwieldy administrations which have served universities for centuries. These reforms (which are not seen in a positive light by many academics) take many directions.

☐ *The curriculum*. Almost everywhere, the traditional concept of the academic curriculum—and especially the liberal arts ideal—is being questioned. Demands to make the curriculum more 'relevant' mean different things in different countries, but relevance is the hallmark of the period. In general, in much of Western Europe and North America, the curriculum moved toward a stress on the social sciences during the student unrest of the 1960s. Since that time, it has shifted toward a concern with vocationally-oriented subjects and particularly toward technical and scientific fields. Student concerns have moved from social activism to career interests, and institutional planners have tried to link the university curriculum to the employment market.

☐ *Democratization and participation*. The 1960s brought a worldwide protest against the organization of the traditional structure of the university, and particularly its domination by the senior faculty. Students and others demanded a democratization of the governance of higher education and, at least in Western Europe, considerable change was implemented in this direction. Students now play roles in academic decision-making in some Scandinavian nations, Holland, West Germany and France. In Britain, much of Eastern Europe and in the United States, students participate as observers or as token members of various academic bodies but do not have significant power in decision-making.

These are some of the major trends in higher education reform. While this is by no means a complete listing nor a full discussion of the motivating forces and means of implementation, it is possible to see that many of these innovations are the result of the pressures on higher education evident in the past two decades. Some of these reforms have been more successful than others and some are too recent to fully evaluate. Some nations have been virtually unaffected by academic change, while others have dramatically transformed their universities. While the pressure for reform has abated in most countries, it is likely that the 1970s is seen as a period of considerable change in higher education.

(e) The professoriate

Professors are at the center of the academic equation. They have traditionally had basic control of the curriculum, of the internal governance, of requirements for academic degrees and over the examination of candidates for degrees. They have also basically controlled the decision-making structures of the institutions. Without question, the professoriate's qualifications, attitudes, orientations toward academic work, politics and economic and social status directly affect the

functioning of any institution of higher education. Further, professors tend to be the most permanent part of any academic institution—their careers in higher education are usually longer than those of administrators, students or others involved with universities.

The research on the academic profession is remarkably limited given the importance of the professoriate. Even in the United States, where the literature is by far the most extensive, the number of citations concerning the academic profession is smaller than for students, administration and many other high education topics. For many nations, there has been virtually no analysis of the academic profession. Key aspects of the profession, such as patterns of academic work, have not been studied in most countries.[56]

While it is almost impossible to generalize from the diverse literature on the professoriate, it may be useful to delineate some trends which are evident from this research:

☐ Academic drift, as Grant Harman defines it, is a theme of many academic systems.[57] Academics seem to accept the various and often conflicting demands placed on their institutions without much debate or objection. As long as the new demands resulted in added resoures, they were accepted without a clear understanding of the long-term consequences.

☐ Numerical growth in the academic profession has resulted in loss of community in many countries, a broadening of the social class base of the profession, increased differentiation by discipline or speciality and in general a weakening of common interests.

☐ The professoriate has tended to oppose reforms which change the traditional patterns of university governance, curriculum or other elements that affect working conditions and privileges. The profession has tried to deal with increased numbers of students and new academic functions without changing organizational patterns.

☐ The professoriate has had mixed success in protecting academic autonomy from governmental and other demands for accountability and from the growing power of administrators.

☐ There has been a trend toward democratization of the professoriate by extending participation in governance to junior ranks and upgrading some academic staff (such as librarians and research personnel) to professorial ranks. This democratization has often been opposed by senior professors, but in general this opposition has not prevented change.

☐ There are significant national differences in the traditions, roles, remuneration, working conditions and other variables concerning the academic profession. Attitudes, values, socialization patterns and responsibilities vary. Even within national academic systems, the profession may be segmented by institution, discipline or function. These variations make generalization difficult and have mitigated against the emergence of an academic consciousness.

The available material is incomplete, lacks comprehensive geographic coverage

and, even for those countries where studies exist, there is seldom full data available concerning the topic. Thus the need for research on almost all aspects of the academic profession is great, both from the viewpoint of individual countries and from a cross-cultural perspective. Given the key role that academics play in the university, the need is not only to fill a gap in the literature, but a pressing requirement to understand an important part of higher education.

(f) Student activism

Without question, students are an important part of the higher education system—in a sense, universities exist to serve the educational needs of the students. There is a very substantial literature concerning students in a number of contexts. The psychological literature on student development, for example, is quite substantial. Studies of specific student problems, such as emotional difficulties, the drop-out question, and the like are extensive in many countries. This section will consider one aspect of the literature on students—that of student political activism. This topic is considered in order not only to give an idea of the scope of the research, but also to indicate a field in which the literature grew largely as a result of a specific crisis and then dropped off in response to an end to that crisis. The literature on student activism, while not entirely an artifact of the 1960s, was largely stimulated by the growth of student movement in many countries.

There are several generalizations which are evident from the literature on student political activism. These are by no means all of the insights that might be indicated, nor are they universally applicable. Nevertheless, they might be useful in considering the nature of the literature and the functions of student movements in the modern world.

☐ Student activism is in almost all cases a minority phenomenon. Only a small proportion of the student population is usually involved in activist movements, even during periods of crisis. Despite this fact, these minorities often have widespread support in the student community and sometimes speak for other segments of the population as well.

☐ Student activists are not randomly distributed in the student population, but come disproportionately from the social sciences, from those who are successful in their studies, and from those in the most prestigious and centrally-located universities. In some countries, activists tend to be selected from upper-income groups among the students and from among identifiable religious or ethnic groups.

☐ Student activism is in general stimulated by broader political questions in the society rather than by campus events, although campus crises are often used to generate support for movements or can help to provide the catalyst for mass action. There are, however, some regional differences in this area.

☐ Student activist movements tend to be more 'successful' in terms of overthrowing governments or producing massive political change in Third World nations, where political infrastructures are relatively weak and where students may wield political influence beyond their relatively small numbers.

- Student activist organizations and movements are generally of relatively short duration. They find it difficult to sustain either organizational or political momentum, due in part to the difficulty of maintaining a high level of struggle and in part to the basically transitory nature of student generations.
- There seems to be relatively little evidence of 'generational conflict' in student activist leadership or in the demands and issues of concern to student movements.
- Student activism in the post-World War II period has been almost exclusively leftist in its orientation, although this has not always been the case historically.[58]
- There is little 'international consciousness' among student movements. While foreign policy questions are often of interest to movements, there is little evidence of an international student movement. Student activist movements seem to be basically national in nature and orientation.

Clearly, the literature on student activism has been directly linked to the specific crises of the 1960s. There were many efforts to understand the underlying causes of activism and a desire to deal constructively with the 'problem' or at least to contain the activist movements. But when the unrest came to an end, research also was halted and the issue was put aside. This is not a positive development, since our understanding of student movements or to students as a group should not be limited to periods when activist movements are disrupting the campuses. It is just as important to understand the causes for student apathy, and the changing configuration of attitudes and values of the student community can tell us about the nature of higher education and perhaps about the broader society.

(g) Governance

A relatively new topic in the literature on higher education concerns university governance, or the internal functioning of academic institutions. As universities have become increasingly complex, scholars and policy-makers have sought to understand how academic institutions work, how to improve their management, and how to ensure that the policies promulgated by governments are implemented in universities. In addition, academic institutions have become much more complicated and their governance has required careful planning. No longer does a small academic oligarchy of the senior professors manage small and relatively simple institutions. Modern universities are as complex as corporations, government departments or other massive institutions. In a sense, they are more complicated because they have an overlay of traditional professorial governance on what has become a large bureaucratic entity.

The literature on governance reflects this complexity. Studies come from organizational theory, sociology, political science, management studies, and occasionally even from anthropology. As with some other aspects of higher education research, consideration of governance from both a theoretical viewpoint and in terms of practical proposals for change have been pioneered in the United States. Most of the American literature does not take into account the

experience of other countries, but there is some international relevance nevertheless, since there are some common elements in academic governance. Several sociologists have attempted to analyze the operation of universities, but these concerned broader aspects of organizational behavior rather than governance in the direct sense. Among the most significant of these analyses is one by Talcott Parsons and Gerald Platt.[59] The most comprehensive effort to understand the organization of universities can be found in a volume edited by James Perkins.[60] This volume includes a chapter focusing on cross-cultural issues, although it is generally concerned with the United States. Perkins also edited a volume which is more directly comparative in focus.[61] Other scholars, including the French sociologist Alain Touraine, have examined the organization and functioning of American higher education. These analyses are quite useful in understanding the organizational nexus of higher education.[62]

(h) University–society relations

A theme of this study, and one of the realities of contemporary higher education throughout the world, are the increasingly close links between higher education and government. Themes in this study such as accountability, improvements in institutional management and the like are all part of this trend. The traditional autonomy of academic institutions has been diminished almost everywhere. In the centrally-planned economies of Eastern Europe, there is an ideological commitment to society-wide planning, and academic institutions have naturally been a part of this process. Yet, in these countries, academic institutions have retained a good deal of internal autonomy and, for the most part, have not been as directly affected by the internal democratization that has been evident in some Western European nations. The links between government and higher education have been more indirect in North America and Western Europe, but the trend has been growing in recent years. Even in Britain, where the University Grants Committee has acted as a buffer between government and the universities, there are major pressures on academic institutions in a period of fiscal difficulties.

The 1960s brought an increasing concern about the relationship of the universities to societal politics. The political turmoil of the 1960s often involved the universities, and in many cases government authorities became concerned about the political loyalty of institutions of higher learning. These political concerns, combined with the growing demands for accountability and desires to have more impact on academic policies, led to unprecedented confrontations between political authorities and the universities in many Western European countries. It is fair to say that the universities are themselves almost powerless in such confrontations. Their power is that of tradition and history, and of the impact of moral authority, and in a time of tension and confrontation these elements have only limited influence.

Conservative analysts have pointed out that 'politicization' of the universities is not solely a matter of governmental interference in academic policy, but also includes the involvement of the universities themselves (or part of their teaching

staff and students) in oppositional politics. It is argued that their involvement in politics has severely damaged academic independence and autonomy and is not in keeping with the best traditions of higher education.[63] These analysts generally argue that traditional values of the university are what is important and that most recent reform has been motivated by elements within the universities that are uninterested in academic standards and by government agencies which do not understand the true nature of higher education. More radical scholars have argued that the universities, particularly in complex societies, must be linked to societal trends and that they must respond constructively to these trends. They have also argued that academic institutions are inherently political institutions and closely tied to their societies and that the dispute is not about politicization but rather about the direction of higher education policy. These arguments indicate the intensity of the debates that have raged in academic institutions concerning the appropriate stance of the university with regard to its society. There is no consensus, but it is nevertheless the case that higher education has become increasingly involved with its society in virtually all countries.

(i) Higher education in the Third World

While the Third World is a geographical configuration and not a clear concept, research in this area is relatively recent and can be seen as a special challenge to higher education research.[64] As Eric Ashby has pointed out in his classic book, Third World higher education systems stem from basically Western models.[65] Thus, the links between Third World institutions and their metropolitan compeers are close, not only in terms of basic organizational and historical patterns but also in terms of the contemporary dominance of the academic systems of the industrialized nations. As Philip G. Altbach has pointed out, Third World universities function in a world system of higher education which is dominated by the metropolitan institutions.[66] They are, in a sense, peripheral institutions in this international knowledge system. Just as universities are enmeshed in this international system, so too is the research network concerning Third World higher education. Until very recently, virtually all of the research on Third World universities was done by scholars in the industrialized nations, often as part of international aid efforts or the development of new Third World institutions. This research was reported for the most part in journals published in the industrialized nations. The knowledge distribution remains dominated by the industrialized nations and this means that much of the research on the topic is reported in Western journals and interpreted by Western scholars.

The role of Third World scholars and institutions in higher education research is improving rapidly. A small number of Third World nations have placed some emphasis on research and the number of trained Third World social scientists has also grown.[67] A few countries, such as India, Singapore and Mexico, have an infrastructure of journals and publishers, and are now publishing on higher education. Agencies such as the Regional Institute of Higher Education and Development in Singapore are actively engaged in research and dissemination.

While the research system has not basically altered, there are signs that the quantity of research on Third World higher education is increasing and that this research is being done increasingly by Third World scholars.[68] There are still problems in bibliographical materials, the availability of journals and books, and related issues, but there are signs of change.[69]

Third World higher education has been considered from a variety of perspectives. A major research study investigated the role of Western agencies in assisting the development of universities[70] and provides much valuable data on the development of Third World universities. The role of higher education in national development has been a controversial topic in many countries. Some have argued that universities play a key direct role while others have stated that the role of higher education is more limited. To some extent, this argument has been waged along ideological lines.[71]

The political role of higher education has been crucial in the Third World. As a key modern institution in traditional societies, the political and intellectual influence of the university is immense. A number of analyses of student political activism in the Third World have been done, made all the more relevant by the ability of students to overthrow governments on occasion.[72] The broader political role of Third World universities has also received attention. Susanne and Lloyd Rudolph[73] have edited a volume relating to India, and Pierre van den Berghe's[74] classic study of Nigeria provides much valuable information and analysis. Two studies of Latin America provide additional insights into the complicated political role of Third World institutions.

A large number of case studies of institutions of higher education and of academic systems provide much important analysis of how Third World universities have adapted to difficult contemporary realities. A. Babs Fafunwa's study of the development of Nigerian higher education traces one of Africa's largest university systems.[76] T. M. Yesufu's edited volume also focuses on the development of a number of African university systems.[77] Singh and Altbach's[78] edited volume on Indian higher education provides an overview of the world's fourth largest higher education system, while Rudolph Atcon's influential study of Latin American universities provides an overview of that continent.[79] A recent study of Papua-New Guinea indicates how a very new university functions.[80] R. Murray Thomas' study of Indonesian higher education provides an example of a large academic system which has undergone expansion and change.[81] The pages of *Minerva*, as well as other journals, provide additional case studies of Third World higher education.

Research on other aspects of Third World higher education also exist. Several studies of the academic profession point to the various tensions and problems facing academics in developing countries.[82] The planning of higher education has received a good deal of attention, but often in governmental reports. With the exception of such very large countries as India, the amount of literature on any single Third World nation is limited, and for many of the smaller countries close to non-existent. Basic statistics are sometimes lacking, and interpretive studies of

key aspects of the academic system missing. With universities more concerned with expanding to meet growing demand and in any case missing a key research orientation, the growth of the literature is slow for many nations. Despite these problems, it is perhaps surprising that there has been so much research given the great demands on these expanding and often beleaguered academic systems.

(j) Broad trends in research on higher education

This survey of some of the key literature in eight selected fields of higher education research is by no means complete. It has been intended to provide only an impression of the kinds of research that have been done in key fields, and not as a comprehensive description of all fields or even of the bulk of the research within fields. Such key subjects as the psychological literature on higher education or the economics of higher education have not been considered here. More important, this survey has concentrated largely on the literature in English. There is much relevant literature in other languages, with major contributions particularly in English, French and Russian. Significant literatures also exist in Italian, Polish and Spanish, with useful contributions in most of the smaller European languages. It is particularly notable that countries with a major interest in higher education research, such as Spain, Czechoslovakia, Yugoslavia, The Netherlands and Poland, have all developed a fairly substantial literature concerning their own countries in the local language.

The literature on higher education is extensive and it has grown dramatically in the past twenty years. There are signs that, at least in Western Europe and North America, the amount of research is levelling off or even declining. The research, overall, is mostly focused on a single country and it pays no attention to relevant international literature. The literature is overwhelmingly 'practical' in its orientation in that it is aimed at understanding a particular topic or solving a specific policy or other question. This is in part true because the funding of research on higher education is largely in the hands of government agencies which have specific policy-related research needs and are not concerned with building up the sub-field of higher education studies. Most of the researchers are, by the same token, more politically-oriented than they are concerned with the development of methodology or the sub-structure of the field itself.

The literature on higher education most notably lacks at this time recognized norms of scholarly methods and even lacks commonly agreed definitions. This is perhaps the hallmark of an emerging field, but in many respects hinders research work that will be widely accepted for its methodological rigor and which can be replicated in various national and local contexts. An interesting research project sponsored by CEPES is attempting to provide common definitions to terms used in research and in academic practice. While, as indicated earlier in this study, higher education is an essentially multi-disciplinary field and it is impossible to expect a common methodology to cover the various social scientific approaches to the study of a complicated series of institutions and phenomena, it is nevertheless the case that more effort can be made to develop common paradigms and

approaches, at least in sub-areas of the field. For example, the most thorough work in this regard has been done on the psychological aspects of higher education.

FUTURE RESEARCH AND RECOMMENDATIONS

This concluding section will discuss the implications of this essay for future research and will relate these research trends to the possibilities for cooperation and international collaboration in research and dissemination.

(a) Research trends and directions

As noted above, it is very difficult to summarize the existing research on higher education in the countries of the European region. Research has been marked by an immense diversity in topics, approaches and methodological orientations. This study does suggest some future areas for research. Clearly, some of these suggestions will not be applicable in all countries, since some nations will have already engaged in work in these areas. Other nations may need to develop most of the basic infrastructures needed to produce research of high quality and relevance.

☐ *Accountability and related factors*. One of the greatest challenges to university systems in the entire region is the need to better articulate the outcomes of higher education in a form understandable to government authorities. There is also a need to provide justification for academic programs and functions in ways that indicate outcomes. Further, there is a need for academic institutions and systems to effectively develop a rationale for a measure of autonomy in both the internal governance of institutions and in relationship with external forces, particularly government. The research need here is to posit adequate definitions of terms, to obtain a general agreement on the scope of both institutional autonomy and appropriate accountability and then to develop research and management tools which can provide data in agreed areas.

☐ *The management of decline*. In many European countries and in North America, the agenda of the 1980s is one of steady or even declining resources for higher education. Research to date has focused on the problems of growth and the adjustment to mass higher education. In only a few countries is growth still on the agenda. It is urgently necessary to investigate how academic institutions will adjust to decline. Specifically, such topics as the retraining of academic staff, curriculum adjustments and the like should receive attention from researchers.

☐ *The curriculum*. While sporadic attention has been devoted to curricular developments in higher education, there is a need for larger-scale research and for increased attention to the development, function and management of the curriculum. In many academic systems, curriculum is handled by individual specialities and there has been little attention given to the relationships between its various elements.

☐ *The university and the educational system*. The interrelationship between the university and other segments of the educational system is in need of systematic study. On the broadest scale, the articulation between higher and secondary

education is critically important and has not received much attention from researchers. The implications of policies such as the expansion of secondary education, changing examination policies or curricular alterations can directly affect the university. The relationships among the various segments of post-secondary education also need attention from researchers. There is relatively little understanding of how the universities, at the pinnacle of the system, relate to other institutions such as technical institutes and community colleges, typically located below them in the institutional hierarchy. As elements of the educational system become increasingly interdependent, it is necessary to understand the relationships.

☐ *The academic profession*. As noted earlier in this essay, there is only a limited amount of data concerning the academic profession, and studies seem to be limited largely to three countries (the United States, Britain and the German Federal Republic). The profession will be buffeted by the coming period of retrenchment. It is necessary to understand more about the attitudes, backgrounds, working conditions and productivity of the academics.

☐ *Institutional management*. As academic institutions have become more complex, their management and governance have increased in scope. Despite efforts such as those of the OECD to focus attention on institutional management, there is a need for research in this area in many countries. Topics like the role of budgeting systems in higher education, the appropriate use of new administrative models and related issues all deserve analysis and discussion.

☐ *Life-long learning*. The various topics related to life-long education, such as adult education, non-formal post-secondary education and related areas, need careful research. These are the main growth areas in many countries, and academic institutions have become active in them. Yet, there is little detailed understanding of the nature of the programs, their clientele, their social and academic roles, and the like.

☐ *Women and minorities in higher education*. There has been an increasing concern, first in the United States and more recently in a number of Western European nations, concerning the role of women and ethnic and racial minorities in higher education. The position of women both in student population and in the academic profession requires additional study. The problems of racial and ethnic minorities is a pressing problem in nations with large numbers of 'guest workers' as well as those with racial minorities. The problems of Asians in Britain, blacks and Latin groups in the United States, Arab groups in France, Turks in West Germany and others are all part of this concern. Additional research—if possible in a comparative framework—is needed.

☐ *Higher education and the labor market*. There has been a growing concern with the relationship between higher education and work, and particularly how the universities relate to the labor market in a period of employment problems in many nations. The articulation of higher education to employment is a topic which is not receiving attention throughout Europe.

☐ *Higher education statistics*. For most of the nations in the European region, there is accurate and fairly complete statistical information generated, but this data is often not comparable across national boundaries and in many cases it is not readily available. Further, detailed information on such topics as the social mobility of students, drop-out and retention rates, data concerning the characteristics of the academic profession and the like would assist in a fuller understanding of the complexity of academic institutions.

This incomplete catalog of some of the topics which require further research should not obscure the fact that impressive work has been done in some of these areas as well as in others. For example, the statistical base for research on higher education, due largely to the efforts of UNESCO and OECD, has improved dramatically.

(b) An international consciousness

Much of the research which has been done is not readily available outside the borders of the country in which it was conducted. Further, there is no effort to collect data or conduct research that has a common frame of reference and very little attention given to methodological issues common to various countries. There is, in other words, little international consciousness in the research community. There is no reason to expect that all research will become comparative, but there is no doubt that perspectives from other countries can provide useful insights. Methodological perspectives can often be adapted and errors avoided by examining the experiences of other countries. Comparative data may shed useful insights on key issues in higher education. In order for an international consciousness to be developed, there are a number of practical steps that can be taken.

☐ *Bibliographical data*. There must be more adequate access to data from other countries. Continuing bibliographical services are needed to make this information available. A centralized agency can collect research materials and make relevant citations available to the research community. Similarly, national bodies can be attuned to the international research community and disseminate research results abroad. Some countries, such as The Netherlands and Sweden, actively translate their research results into the major languages and disseminate this material abroad.

☐ *Coordination*. One or more agencies can provide an informal network of information and of contact among researchers in the countries of the region. Periodic topic-based meetings, informal newsletters, the arrangement of bi-national visits and the like can build up an effective 'invisible' college of researchers on higher education. There is a special need for increased collaboration and of better information between the countries of Western Europe and North America on the one hand, and the Eastern European nations on the other.

☐ *Translation services*. It is important to make key research results available in the major European languages (particularly English, French, German and

Russian). While an expensive undertaking, it might be possible to provide translation services.

(c) Dissemination

One of the major bottlenecks in the research system is in the area of dissemination of research findings and of general information on higher education. For many countries, especially those in Eastern Europe, research materials and data are simply not adequately distributed even within the borders of the country of origin. In general, there is inadequate bibliographical information, and severe problems of obtaining publications.

- ☐ The number and general scope of the journals in higher education seems adequate, although some of the specialized journals in Eastern Europe should be more readily available.
- ☐ Government reports and documents in most countries should be better publicized and a means found to distribute them internationally. This is without question the weakest link in a distribution chain which is in general not particularly strong.
- ☐ Research institutes, government agencies and universities should pay greater attention to the potential international audience for their materials.
- ☐ Translation. Again, it would be helpful to have some of the most important research materials translated into several of the major European languages so that they can be read as easily by the relevant research communities. This is particularly important for research in the lesser languages, which are important but which currently are mostly ignored because of the difficulty of access.

(d) The role of international organizations

While the basic element in increasing international cooperation and consciousness rests with particular researchers and institutes, international and regional organizations can play an important role as well. They can serve as the center of an international network by providing information, putting researchers with similar interests in communication and disseminating reports and documents, perhaps even by obtaining bulk copies of documents and making them available to an international audience. By sponsoring conferences and focusing on specific topics, the international organizations can help to shape the research agendas in some countries. Without question, the international higher education community needs the coordination of services of the international organizations. The challenge is for these organizations to communicate more frequently with the national research communities. The current role of CEPES in strengthening the collaboration among the higher education communities in Western and Eastern Europe is particularly important, since political and other problems make cooperation somewhat difficult without the sponsorship of international organizations. Clearly, the national research communities should be more directly involved in working with the international agencies.

(e) Collaborative research

It is not possible in this context to identify possible collaborative research projects in detail, but several general suggestions may be in order. These research undertakings could be coordinated by regional or international organizations or by bi-national teams of research workers. Virtually any of the specific topics covered in this study or in the listing of research needs could be considered in a comparative context. Clearly, topics which are relatively free of the specific national context are most amenable to international research. There is a need for broad-based theoretical considerations, such as of the comparative historical development of universities or concerning the basic organizational patterns of universities across cultures, as well as for more immediately practical research on such topics as the equivalence of degrees in different countries in the region. It would be particularly valuable to see collaborative research among scholars in Eastern and Western Europe on topics of mutual interest, such as the various mechanisms for linking higher education and the labor market.

This study has provided a broad perspective concerning the research system in the field of higher education in Europe and North America. Higher education as a field of study has developed impressively in the past several decades. A research infrastructure has been built which mirrors the expansion of post-secondary education. Much of the research has been sponsored by institutions and government agencies and is, therefore, of a practical nature and has been aimed at problem-solving and policy formulation. The field has developed a nexus of journals, national, regional and international organizations and an 'invisible college' of researchers in most countries. Imbalances exist, and there is a need for wider access to research results and more attention paid to methodological and theoretical perspectives in the field. But it is possible to be optimistic about the development of a field of research which has emerged and matured in a very short period of time.

NOTES

1. An earlier version of this essay was prepared for the CEPES–UNESCO Meeting of those responsible for Institutes Engaged in Research on Higher education in Europe, held in Salamanca, Spain, December 7–10, 1982. I am indebted to Jan Sadlak, A. Vroeijnenstein and several other participants in the CEPES conference for their comments. Neither CEPES nor UNESCO has any responsibility for the content of this revised essay.
2. One must recognize, however, that the Carnegie Commission did take cognizance of a comparative perspective in several of its studies. Most prominent is Barbara Burn, P. G. Altbach, Clark Kerr and James Perkins, *Higher Education in Nine Countries* (New York: McGraw-Hill, 1971). Several prominent foreign experts were commissioned to write on American higher education. See, for example, Joseph Ben-David, *Centers of Learning: Britain, France, Germany, United States* (New York: McGraw-Hill, 1977) and Eric

Ashby, *Any Person, Any Study: An Essay on Higher Education in the United States* (New York: McGraw-Hill, 1971). The Robbins Committee in Britain devoted one of its volumes to a consideration of the experience of other countries. See *Higher Education in Other Countries* (Appendix 5) (London: HMSO, 1964).

3. Wolfgang Nitsch and Walter Weller, *Social Science Research on Higher Education and Universities: Part 1: Trend Report* (The Hague: Mouton, 1973) and Wolfgang Nitsch and Walter Weller, *Social Science Research on Higher Education and Universities: Part 2: Annotated Bibliography* (The Hague: Mouton, 1970). These books were prepared under the general editorship of Dietrich Goldschmidt. See also Wolfgang Nitsch, *Die Soziale Dynamik akademischer Institutionen* (Weinheim, West Germany: Beltz, 1973).
4. Wolfgang Nitsch and Walter Weller, *Social Science Research on Higher Education and Universities: Part I: Trend Report, op. cit.*
5. For a recent overview of the state of studies of higher education, see Burton R. Clark, ed., *Perspectives on Higher Education: Eight Disciplinary and Comparative Views* (Berkeley, California: University of California Press, 1984).
6. Jan Sadlak, ed., *Directory of Institutions and Organizations in Research on Higher Education* (Geneva, Switzerland: International Bureau of Education for CEPES, 1981).
7. Abraham Flexner, *Universities: American, English, German* (New York: Oxford University Press, 1930).
8. See, for example, Charles Lyons, *To Wash an Ethiop White: British Ideas About African Education, 1530–1960* (New York: Teachers College Press, 1975).
9. See Daniel Fallon, 'Wilhelm von Humboldt and the Idea of the University: Berlin, 1809–1817' in D. Fallon, *The German University* (Boulder, Colorado: Colorado Associated University Press, 1980), pp. 10–31.
10. Edward Shils, *Max Weber on Universities* (Chicago: University of Chicago Press, 1973).
11. Jose Ortega de Gasset, *Mission of the University* (New York: Norton, 1966).
12. John Henry Newman, *The Idea of the University* (New York: Holt, Rinehart and Winston, 1964).
13. For the most recent report, see University of Oxford, *Report of Commission of Inquiry* (Oxford: Clarendon Press, 1966). Other official commissions reported in 1850, 1872 and 1922.
14. Calcutta University Commission, 1917–1919, *Report of the Commission* (Calcutta: Superintendent Government Printing, 1919).
15. Hastings Rashdall, *The Universities of Europe in the Middle Ages* (Oxford: Clarendon Press, 1936).
16. See *History of Universities* (London) and *History of Higher Education Annual* (Buffalo, New York). Both of these journals are published annually.
17. Access to Russian language materials from Eastern Europe is sometimes

difficult. Major academic libraries outside the Soviet Union and Eastern Europe do not regularly collect Russian materials and there is no readily available bibliographical guide or index.

18. See V. N. Tchetverikov, *Etat des Travaux et des Perspectives de recherche en Matière d'Enseignement supérieur en URSS* (Paris: International Institute for Educational Planning, 1980).
19. *Soviet Education*, a journal published in the United States, is the major English language source of materials concerning Soviet education as it translates material from Russian into English. Progress Publishers, in Moscow, has published a few books on higher education in English.
20. Maurice Line and Stephen Roberts, 'The Size, Growth and Composition of Social Science Literature', *International Social Science Journal*, 28 (1976), 122–60.
21. See Paul Dressel and Lewis Mayhew, *Higher Education as a Field of Study* (San Francisco: Jossey-Bass, 1974), for a survey of the professional field of higher education in the United States.
22. See Joseph Ben-David, *Fundamental Research and the Universities* (Paris: OECD, 1968) for a perspective on the research enterprise.
23. *The Contribution of Higher Education in Europe to the Development of Changing Societies* (Bucharest: European Center for Higher Education, 1977).
24. The role of the 'invisible college', as Diana Crane has noted, is an important means for knowledge to be informally transmitted and to stimulate new thinking in a field. Higher education has developed a rudimentary 'invisible college' system through international conferences and informal contacts. See Diana Crane, *Invisible Colleges: Diffusion of Knowledge in Scientific Communities* (Chicago: University of Chicago Press, 1972).
25. The Institut für Hochschulbildung is one of the largest centers devoted to the study of higher education, both in the German Democratic Republic and elsewhere. It publishes a series of monographs on higher education as well as a scholarly journal, *Vergleichende Pädagogik*.
26. See Paul Dressel and Lewis Mayhew, *op. cit.*, for a survey of the professional field of higher education in the United States. See also Fred F. Harcleroad, ed., *Higher Education: A Developing Field of Study* (Iowa City, Iowa: American College Testing Program, 1974).
27. C. van der Klauw, *Report on Research and Development in European Higher Education: The Netherlands* (Voorburg, Netherlands: Association for Research and Development in Higher Education in the Netherlands, 1981).
28. The Ministry of Universities has been abolished by the new government of President François Mitterand.
29. The quarterly publication series, *New Directions in Institutional Research*, published by Jossey-Bass in the United States, reflects the scope of this area.
30. In the Federal Republic of Germany, the Hochschul-Information-System organization has stimulated the growth of institutional research.

31. Ladislav Cerych and Sarah Colton, 'Summarising Recent Student Flows', *European Journal of Education*, 15 (March, 1980), 15–34.
32. See, for example, Bikas Sanyal and El Sammani Yacoub, *Higher Education and Employment in the Sudan* (Paris: International Institute for Educational Planning, 1975), and Bikas Sanyal and Adam Jozefowicz, *Graduate Employment and Planning of Higher Education in Poland* (Paris: International Institute for Educational Planning, 1978). Other studies concerning Zambia, the Philippines, Tanzania and several other nations have been published as well.
33. OECD studies have been made for such countries as Austria, Belgium, Britain, Canada, Japan, Netherlands, the United States, among others.
34. See, for example, *Short Cycle Higher Education: A Search for Identity* (Paris: OECD, 1973).
35. A partial exception is the recently published *International Encyclopedia of Higher Education*, 10 vol. (San Francisco: Jossey-Bass, 1979), but even this impressive achievement is American-oriented and in English.
36. In the early 1970s, the International Council for Educational Development started a Bibliography and Reference Service which published two volumes, but the effort was not continued due to lack of funds. See Philip G. Altbach and David H. Kelly, *Higher Education in Developing Nations 1969–1974* (New York: Praeger, 1974) and Philip G. Altbach, ed., *Comparative Higher Education Abroad: Bibliography and Analysis* (New York: Praeger, 1976). The International Bureau of Education has published several higher education-related bibliographies as part of its ongoing 'Educational Information and Documentation' series.
37. The address of the ERIC Clearing House on Higher Education is 1 Dupont Circle, Washington, D. C. 20036. The Clearing House on Community Colleges is located at the University of California at Los Angeles, Los Angeles, CA 90024.
38. Thomas Dyer and Margaret Davis, *Higher Education Periodicals: A Director* (Athens, Georgia: Institute of Higher Education, University of Georgia, 1981). See also 'Bibliographical References to Publications on Higher Education', *Higher Education in Europe*, 6 (January–March 1981), 80–88.
39. Joseph Ben-David and Awarham Zloczower, 'Universities and Academic Systems in Modern Societies', *European Journal of Sociology*, 3 (1962), 45–84.
40. See Fritz Ringer, *The Decline of the German Mandarins: The German Academic Profession, 1890–1933* (Cambridge, Mass.: Harvard University Press, 1969), Laurence Veysey, *The Emergence of the American University* (Chicago: University of Chicago Press, 1965), Lawrence Stone, ed., *The University in Society, Vol. 1: Oxford and Cambridge from the 14th to the 19th Century* (Princeton, N.J.: Princeton University Press, 1974).
41. Martin Trow, 'The Expansion and Transformation of Higher Education', *International Review of Education*, 18 (No. 1, 1972), 61–84.

42. *Towards New Structures of Post-Secondary Education* (Paris: OECD, 1971).
43. Ladislav Cerych and Sarah Colton, 'Summarizing Recent Student Flows', *European Journal of Education*, 15 (1980), 15–34. See also I. Hecquet *et al.*, *Recent Student Flows in Higher Education* (New York: International Council for Educational Development, 1976).
44. For a general perspective on planning and related issues, see *International Journal of Institutional Management in Higher Education*, published by OECD in Paris. See also John Fielden and Geoffrey Lockwood, *Planning and Management in Universities* (London: Chatto and Windus, 1978).
45. For example, see A. Matejko, 'Planning and Tradition in Polish Higher Education', *Minerva*, 7 (No. 3, 1969), 621–48.
46. Committee on Higher Education (Robbins Committee), *Higher Education: Report of the Committee* (London: HMSO, 1963).
47. *Higher Education: Proposals by the Swedish 1968 Educational Commission* (Stockholm: Allmanna, 1973).
48. Jacques Fomerand, 'The French University: What Happened After the Revolution?', *Higher Education*, 6 (February 1977), 93–116.
49. Carnegie Commission on Higher Education, *A Digest of the Reports of the Carnegie Commission on Higher Education* (New York: McGraw-Hill, 1977).
50. Philip G. Altbach, ed., *University Reform: An International Perspective* (Washington, D.C.: American Association for Higher Education, 1980).
51. Philip G. Altbach, ed., *University Reform: Comparative Perspectives for the Seventies* (Cambridge, Mass.: Schenkman, 1974).
52. K. Kitamura and W. Cummings, 'The 'Big Bang' Theory and Japenese University Reform', *Comparative Education Review*, 16 (June 1972), 302–24.
53. L. Cerych, S. Colton and J. P. Jallade, *Student Flows and Expenditure in Higher Education, 1965–1979* (Paris: Institute of Education, 1981).
54. H. Draheim, 'The Gesmthochschule: A Model of Mobility', *Prospects*, 3 (Winter 1972), 505–14.
55. W. Sibley, 'Accountability' in A. Knowles, ed., *International Encyclopedia of Higher Education* (San Francisco: Jossey-Bass, 1977), 90–6, and Kenneth Mortimer, *Accountability in Higher Education* (Washington, D.C.: American Association for Higher Education, 1972).
56. For one of the very few cross-cultural studies of academics, see Philip G. Altbach, ed., *Comparative Perspectives on the Academic Profession* (New York: Praeger, 1978).
57. Grant Harman, 'Academic Staff and Academic Drift in Australian Colleges of Advanced Education', *Higher Education*, 6 (August 1977), 316–36.
58. M. S. Steinberg, *Sabers and Brown Shirts: The German Students' Path to National Socialism* (Chicago: University of Chicago Press, 1977).
59. Talcott Parsons and Gerald Platt, *The American University* (Cambridge, Mass.: Harvard University Press, 1973).
60. James Perkins, ed., *The University as an Organization* (New York: McGraw-Hill, 1973).

61. James Perkins, ed., *Higher Education: From Autonomy to Systems* (New York: International Council for Educational Development, 1972).
62. Alain Touraine, *The Academic System in American Society* (New York: McGraw-Hill, 1974). See also J. V. Baldridge, *Power and Conflict in the University* (New York: Wiley, 1971), Gary Riley and J. V. Baldridge, eds., *Governing Academic Organizations* (Berkeley, Calif.: McCutcheon, 1977), John Corson, *The Governance of Colleges and Universities* (New York: McGraw-Hill, 1975) and Leon Epstein, *Governing the University* (San Francisco: Jossey-Bass, 1974).
63. This perspective is reflected in Paul Seabury, ed., *Universities in the Western World* (New York: Free Press, 1975), Edward Shils, 'The Academic Ethos Under Strain', *Minerva*, 13 (Spring 1975), 1–37, and Henry Mason, 'Reflections on the Politicized University: The Academic Crisis in the Federal Republic of Germany', *AAUP Bulletin*, 60 (September 1974), 299–312.
64. By Third World is meant the non-industrialized nations of Africa, Asia and Latin America. The term is far from precise, since it takes in the oil-rich Arab nations, rapidly industrializing nations such as Taiwan, Venezuela, South Korea and Singapore, as well as desperately poor countries like Bangladesh, Rwanda and Haiti.
65. Eric Ashby, *Universities: British, Indian, African* (Cambridge, Mass.: Harvard University Press, 1966).
66. Philip G. Altbach, *Higher Education in the Third World: Themes and Variations* (Singapore: Maruzen, 1982). See also Ali Mazrui, 'The African University as a Multinational Corporation: Problems of Penetration and Dependency', *Harvard Educational Review*, 45 (May 1975), 191–210.
67. At the same time, funds for research and interest in Third World education have declined in the industrialized world, further correcting the balance of research and dissemination. A few Western funding agencies, such as the International Development Research Center in Canada, have made it a policy to provide funds to Third World researchers.
68. Irving J. Spitzberg, ed., *Universities and the International Distribution of Knowledge* (New York: Praeger, 1980).
69. For a useful, although somewhat outdated, bibliographical survey of Third World higher education, see Philip G. Altbach and David H. Kelly, *Higher Education in Developing Nations: A Selected Bibliography, 1969–1974* (New York: Praeger, 1974).
70. Kenneth W. Thompson and Barbara Fogel, *Higher Education and Social Change, Vol. 1: Reports* and Kenneth W. Thompson, Barbara Fogel and Helen Danner, eds., *Higher Education and Social Change, Vol. 2: Case Studies* (New York: Praeger, 1976). For an opposing viewpoint, see Robert F. Arnove, ed., *Philanthropy and Cultural Imperialisms: The Foundations at Home and Abroad* (Boston: G. K. Hall, 1980).
71. Asavia Wandira, *The African University in Development* (Johannesburg, South Africa: Ravan Press, 1977).

72. William John Hanna, ed., *University Students and African Politics* (New York: Africana, 1975), Donald K. Emmerson, ed., *Students and Politics in Developing Nations (New York: Praeger, 1968)*, *Richard Walter, Student Politics in Argentina* (New York: Basic Books, 1968), Arthur Liebman, Kenneth Walker and Myron Glazer, *Latin American University Students: A Six Nation Study* (Cambridge, Mass.: Harvard University Press, 1972) and Donald Mabry, *The Mexican University and the State: Student Conflicts, 1910–1971* (College Station, Texas: Texas A and M University Press, 1982). These are a small part of the substantial literature concerning student activism in the Third World. See Philip G. Altbach, *A Select Bibliography on Students, Politics and Higher Education* (Cambridge, Mass.: Harvard Center for International Affairs, 1970) for further bibliographical references on this topic.
73. Susanne Rudolph and Lloyd Rudolph, eds., *Education and Politics in India* (Cambridge, Mass.: Harvard University Press, 1972).
74. Pierre van den Berghe, *Power and Privilege at an African University* (London: Routledge and Kegan Paul, 1973).
75. Daniel C. Levy, *University and Government in Mexico* (New York: Praeger, 1980) and Jerry Haar, *The Politics of Higher Education in Brazil* (New York: Praeger, 1977).
76. A. Babs Fafunwa, *A History of Nigerian Higher Education* (Lagos, Nigeria: Macmillan, 1971).
77. T. M. Yesufu, ed., *Creating the African University: Emerging Issues of the 1970s* (Ibadan, Nigeria: Oxford University Press, 1973).
78. Amrik Singh and Philip G. Altbach, eds., *The Higher Learning in India* (Delhi: Vikas, 1974).
79. Rudolph Atcon, *The Latin American University* (Bogota, Colombia: E.C.O., 1972).
80. V. Lynn Meek, *The University of Papua New Guinea: A Case Study in the Sociology of Higher Education* (St. Lucia, Australia: University of Queensland Press, 1982).
81. R. Murray Thomas, *A Chronicle of Indonesian Higher Education: The First Half Century, 1920–1970* (Singapore: Chopmen, 1973).
82. See Suma Chitnis and P. G. Altbach, eds., *The Indian Academic Profession* (New Delhi: Macmillan, 1979), and P. G. Altbach, ed., *Comparative Perspectives on the Academic Profession* (New York: Praeger, 1977).

Appendix A

Journals in the field of higher education

INTERNATIONAL JOURNALS

A.C.U. Bulletin of Current Documentation (Association of Commonwealth Universities, London)
Bulletin (International Association of Universities, Paris)
Sovremennaya vysshaya Shkola (*Contemporary Higher Education*) [in Russian] (Warsaw)
Convergence (International Association for Adult Education, Toronto)
CRE-Information (Standing Conference of Rectors and Vice Chancellors of the European Universities, Geneva)
Democratic Education (International Union of Students, Prague)
European Journal of Education (European Institute of Education and Social Policy, Paris, Brussels)
Higher Education (Amsterdam)
Higher Education in Europe (UNESCO/CEPES, Bucharest)
International Journal of Institutional Management in Higher Education (OECD, Paris)
Minerva (London)
Universités (AUPELF, Montreal)

NATIONAL JOURNALS

(a) Eastern Europe
Beitrage zur Hochschulpädagogik
Dydaktka szkoly wyzszej (Warsaw)
Felsooktatasi Szemle (Budapest)
Forum (Bucharest)
Das Hochschulwesen (Dresden)
Vestnik Vysshej Shkoly (Moscow)
Vysoka Skola (Prague)
Zycie Szkoly Wyzszej (Warsaw)

* This listing includes mainly research-oriented journals which have relevance to an international audience.

(b) Western Europe
Beitrage zur Hochschulforschung (Federal Republic of Germany)
Deutsche Universitätszeitung (Federal Republic of Germany)
Higher Education and Research in The Netherlands
Higher Education Review (London)
History of Universities (London)
Hochschuldidaktische Arbeitspapiere (Federal Republic of Germany)
Konstanzer Blatter für Hochschulfragen (Konstanz, Federal Republic of Germany)
Le Monde d'Education (Paris)
Osterreichische Hochschulzeitung (Vienna)
Plana (Madrid)
Studies in Higher Education (London)
Times Higher Education Supplement (London)

(c) North America
Academe (American Association of University Professors, Washington)
Canadian Journal of Higher Education (Toronto)
Change (Washington)
Chronicle of Higher Education (Washington)
Educational Record (Washington)
History of Higher Education Annual (Buffalo, New York)
Journal of General Education (University Park, Pennsylvania)
Journal of Higher Education (Columbus, Ohio)
Liberal Education (Washington)
Research in Higher Education (Lexington, Kentucky)
Review of Higher Education (Washington)
University Affairs (Ottawa)

(d) Asia
Daigaku Ronsho (Research Institute on Higher Education, Hiroshima, Japan) [in Japanese]
Democratic Education (Tokyo) [in Japanese]
RIHED Bulletin (Research Institute for Higher Education and Development, Singapore)
Journal of Higher Education (University Grants Commission, India)
University Administration (India)

(e) Latin America
Universidades (Mexico)

(f) Australia
Vestes (Australia)
Journal of Tertiary Educational Administration (Australia)

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International Council for Educational Development

The International Council for Educational Development (ICED) is an international non-profit association of persons with a common concern for the future of education and its role in social and economic development.

ICED's three major interests are: strategies for educational development; the modernization and management of systems of higher education; and the international programs and responsibilities of higher education. In each area, ICED's purposes are to identify and analyze major educational problems shared by a number of countries, to generate policy recommendations, and to provide consultation, on request, to international and national organizations.

ICED's activities are directed by James A. Perkins, chief executive officer and chairman of an international board. Philip H. Coombs is vice chairman. The headquarters office is in Princeton, New Jersey.